



U.S. Fire Administration

2004-2005 Training Catalog

Catalog of Courses for the National Fire Academy and
the Emergency Management Institute



FEMA



FEMA

The U.S. Fire Administration (USFA) is proud to celebrate its one-year anniversary as part of the U.S. Department of Homeland Security. It has been a busy year for the staff, and I am proud to say that we have made great accomplishments during the past year. One of those accomplishments is this catalog which you hold in your hands. For the first time ever, we are pleased to present this U.S. Fire Administration Training Catalog which includes training opportunities from both the National Fire Academy and the Emergency Management Institute.

There are countless opportunities at your fingertips. I encourage you to take the time to peruse its pages. The catalog begins with a brief description of the Federal Emergency Management Agency and the U.S. Fire Administration. National Fire Academy information is in the front section, and Emergency Management Institute information is immediately following in the back section.

Please remember that we are here to serve you. Should you have questions or need additional information, feel free to contact any of the USFA staff members as listed in the back section of this catalog.

Sincerely,

A handwritten signature in black ink, reading "R. David Paulison".

R. David Paulison
Administrator
U.S. Fire Administration

USFA Mission Statement

The mission of the Federal Emergency Management Agency is to reduce the loss of life and property and protect our institutions from all hazards by leading and supporting the Nation in a comprehensive, risk-based emergency management program, preparedness, response, and recovery.

As an entity of the Federal Emergency Management Agency within the Department of Homeland Security, the mission of the United States Fire Administration is to reduce life and economic losses due to fire and other emergencies, through leadership, advocacy, coordination, and support. We serve the nation independently, in coordination with federal agencies, and in partnership with fire protection and emergency service communities. With a commitment to excellence, we provide public education, training, technology, and data initiatives.

USFA Operational Goals

- Reduce the loss of life from fire by 15 percent:
 - * by reducing by 25 percent the loss of life of the young;
 - * by reducing by 25 percent the loss of life in the aged; and
 - * by reducing by 25 percent the loss of life of firefighters (measured in absolute numbers).
- 2,500 communities will have an all-hazard risk-reduction plan and/or a comprehensive emergency operations plan providing for an intra- and intercommunity response appropriate to identical risks.
- To appropriately respond in a timely manner to emergent fire and all-hazard issues.

Human Dignity Statement

The uniqueness of all individuals attending FEMA conducted or sponsored training is recognized as well as their diversity, which can be a resource that enriches the learning environment through sharing of differing perspectives. An equal learning opportunity is provided to all course participants. This is supported by:

- ensuring equal opportunity to all students, employees, and contractors;
- prohibiting all discrimination and harassment;
- supporting affirmative employment policies and practices on behalf of minorities, women, and persons with disabilities;
- encouraging students, staff, and contractors to communicate and behave in a manner which is sensitive to, and acknowledges the viewpoints of others;
- regarding diversity as a resource that enriches the learning environment through the sharing of differing perspectives, experiences, and ideas;
- removing barriers to teamwork through collaboration, problem-solving, and the constructive resolution of conflicts; and
- continuing to identify and eliminate barriers to training, employment, and advancement of minorities, women, and persons with disabilities.

Participants, instructors, and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus.

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The Federal Emergency Management Agency

On March 1, 2003, the Federal Emergency Management Agency (FEMA) became part of the U.S. Department of Homeland Security. FEMA's continuing mission within the new department is to lead the effort to prepare the nation for all hazards, and to manage federal response and recovery efforts effectively following any national incident. FEMA also initiates proactive mitigation activities, trains first responders, and manages the National Flood Insurance Program and the United States Fire Administration (USFA).

Further information on FEMA is available on the Internet at: www.fema.gov

The United States Fire Administration

FEMA's USFA serves as the Agency's fire protection and emergency response community expert. It is located at the National Emergency Training Center (NETC) in Emmitsburg, Maryland. USFA administers, coordinates, directs, and controls fire prevention, mitigation and response activities, and fire service and allied professions training and education programs.

This is accomplished through the following USFA offices:

The **NETC Management Operations and Support Services** manages, operates, and maintains the NETC in an efficient and effective manner providing administrative, operational, and emergency services in support of the program activities and special groups at the NETC.

The **National Fire Programs** oversee the development of programs that increase the capacity of the fire protection community and the public to prevent and mitigate and/or respond to the consequences of local emergencies, and that strengthen and support other emergency and disaster response elements.

The **National Fire Data Center** manages a program of collection, analysis, publication, and dissemination of data and information in order to provide an accurate analysis of the nation's fire problem. The National Fire Data Center serves as USFA's primary source of reference, resource, and referral services on topics of fire and emergency management, prevention, and control through the Learning Resource Center, the USFA Web site, and USFA Publications Center. The National Fire Data Center manages the USFA efforts in research, testing, and evaluation to promote and improve fire and life safety.

The **National Fire Academy (NFA)** promotes the professional development of the fire and emergency response community and its allied professionals. To supplement and support state and local fire service training programs, the NFA delivers educational and training courses having a national focus. **National Fire Academy course information begins on page 13.**

The **Emergency Management Institute (EMI)** provides national leadership in developing and delivering training to ensure that individuals and groups having key emergency management responsibilities, including FEMA employees, possess the requisite skills to perform their jobs effectively. **Emergency Management Institute course information begins on page 99.**

The Learning Resource Center

The Learning Resource Center (LRC) is the campus library for participants attending the NFA, EMI, and other training and education programs sponsored by FEMA. The LRC provides current information and resources on fire and emergency management subjects. With its collection of more than 100,000 books, reports, periodicals, and audiovisual materials, the LRC facilitates and supports student and faculty research and supplements classroom lectures and course materials.

The LRC routinely supplies answers to simple requests--such as an organization's telephone number and address, a publication's source and price, etc. In response to more complex subject inquiries, the LRC staff will conduct literature searches, compile bibliographies, and, depending on copyright restrictions, provide documentation in the form of reports and articles.

Only FEMA personnel and NETC faculty and students may borrow materials from the LRC. However, via interlibrary loan through local libraries, the general public can access the LRC's collection of books and research reports. Audiovisuals, magazines, and general reference materials are noncirculating.

The LRC's regular schedule of hours is Monday through Friday, 8:30 a.m. to 5 p.m. EST/EDT. Specifically in support of the NETC curriculum, the LRC is open some weekends and evenings for participant use. Please call ahead when visiting the LRC at these times.

Visit, write, or call the LRC for information:

National Emergency Training Center
Learning Resource Center
16825 South Seton Avenue
Emmitsburg, Maryland 21727
1-800-638-1821
301-447-1030
301-447-3217 (fax)
netclrc@dhs.gov (e-mail)
www.lrc.fema.gov (online card catalog)

The Publications Center

Firefighters and other first responders face a continually growing number of job responsibilities and hazards. In an effort to assist fire and emergency services departments in meeting these responsibilities and protecting personnel, the USFA Publications Center provides information resources in many formats, including books, technical reports, kits, and CD-ROM's free of charge (some quantity restrictions apply).

USFA also provides user-friendly fire safety education program materials for the public addressing such subjects as smoke alarm maintenance, basic characteristics of fire, residential fire prevention, college fire safety, and the increased risk of fire deaths and injuries to children, senior citizens, and the disabled.

You may order our publications in the following ways:

Web: <http://www.usfa.fema.gov/applications/publications>
Telephone: 1-800-561-3356 or 301-447-1189
(7:30 a.m. to 5 p.m. EST/EDT)
FAX: 301-447-1213
E-mail: usfapubs@dhs.gov
Mail: United States Fire Administration
Publications Center
Building I Room 120
16825 South Seton Avenue
Emmitsburg, MD 21727

The majority of our publications may be reproduced locally if additional copies are required. To find out if a publication may be reproduced, please call our Publications Center. In addition, many publications may be downloaded from our Web site.

The Campus and Facilities--National Emergency Training Center

The National Emergency Training Center (NETC) in Emmitsburg, Maryland offers the finest in educational resources. The campus is located 12 miles south of Gettysburg, Pennsylvania, 75 miles north of Washington, DC, and 50 miles northwest of Baltimore, Maryland.

The 107-acre campus houses the USFA, including the National Fire Academy and the Emergency Management Institute, the Field Personnel Office, and the Satellite Procurement Office. The campus is fully equipped with air-conditioned classrooms, lodging for students, a Learning Resource Center, a Publications Center, and dining and recreational facilities. There also are several specialized facilities, such as the Arson Burn Laboratory, Fire Prevention Laboratory, Simulation and Exercise Laboratory, a television studio, and four computer laboratories that are integral to the instruction of many courses.

A map of the campus appears on the next page, followed by a description of each of the buildings.

Description of Buildings

National Emergency Training Center

St. Joseph College was purchased by the Federal Emergency Management Agency (FEMA) in 1979 to serve as a training facility. Prior to its official closing in 1973, the college served as a four-year liberal arts college for women. In 1981, the facility was entered into the Federal records as the National Emergency Training Center (NETC). The NETC houses the United States Fire Administration (which includes the National Fire Academy), the Emergency Management Institute, and the Field Personnel Operations Division of the Office of Human Resources Management. The following is a brief description of the buildings identified on the previous page.

The Fallen Firefighters Memorial was dedicated on October 4, 1981, and in October 1990 Congress designated it as the **National** Fallen Fire Fighters Memorial. It is a memorial to firefighters who lost their lives in the line of duty.

Building A--A 3-story residence hall built in 1964 and renovated in 1996. It has 96 dormitory rooms. (I)

Building B--Student Center, built in 1956, the location of a game room, pub, and recreational activities. A large picture window overlooks the scenic Catocin Mountain range. (F)

Building C--Built in 1956 and renovated in 1995, it has 217 dormitory rooms. (F)

Building D--Built in 1926 and renovated in 1965 and 1995, it is a 3-story brick structure that has the charm of the old architecture. It consists of 65 dormitory rooms with offices and a convenience shop in the basement. (G) (I)

Building E--Built in 1926 and renovated in 1966 and 1993, it is occupied by Field Personnel, NETC Procurement and Budget offices, Computer Support personnel, the EENET TV studio and the EENET staff on the 2nd and 3rd floors. (F)

Building F--Built in 1925 and renovated in 1965 and 1995, it has 45 dormitory rooms. (G) (I)

Building G--Built in 1948, and renovated in 1984 and 2001 to accommodate staff of the National Fire Data Center and National Fire Programs Divisions. (G)

Building H--Built in 1923 and renovated in 1993 it houses the National Fire Academy offices, a fully equipped gymnasium, weight room, and an indoor swimming pool. (F)

Building I--Built in 1996, it serves as the Material Receipt and Distribution Center, Maintenance Facility offices, Support Services Division offices, and the USFA Publications Center. (F)

Building J--Built in 1966, and renovated in 1993, it is the National Fire Academy (NFA) classroom facility and houses NFA and National Fire Programs Division staff. It includes a lobby and a tiered 249-seat auditorium. (F)

Building K--Built circa 1870, renovated in 1982 and 1993, it houses the Emergency Management Institute classrooms. The 3-story brick structure also contains a Dining Hall capable of seating 500 people, EMI Independent Study offices, and IEMC classrooms. (F)

Building L--Built in 1959, renovated in 1993, it consists of 42 dormitory rooms, a conference room, and houses staff of the National Fallen Firefighters Foundation. (I)

Building M--Built in 1965, renovated in 1989, it houses 2 EMI classrooms and EMI Computer Lab. (F)

Building N--Designed by the English born architect, E.G. Lind (1829-1909), it was built in 1870 and renovated in 1987 and 1992. The building is an example of Second Empire Style that was popular in the second half of the 19th Century. As such, it is listed on the National Register of Historic Buildings. It houses staff of the United States Fire Administrators office, the Learning Resource Center, and the Emergency Management Institute. (F)

Building O--Erected in 1839 as a chapel. The marble, alabaster alters and stained glass windows were retained when it was renovated in 1965. Support offices are in the basement. (I)

Building P--The Log Cabin serves as a recreational facility overlooking peaceful Tom's Creek. (F)

Building Q--The brick barn is a service facility. The ornamental brick grill windows are characteristic of the early 19th Century Western Maryland construction. (F)

Building R--Built in 1948, renovated in 1993, located behind Building G, it serves as the USFA Fire Protection Laboratory. (F)

Building S--Renovated in 2001, this building is the new home of the Emergency Management Institute and National Fire Academy Simulation Laboratories. (F)

Building T--The old Milk House of the original St. Joseph's campus.

Building U--A burn building complex used by the NFA for arson investigation and demonstration. (F)

Building V--Built in 1992, it houses the Security Office. (F)

HANDICAPPED ACCESS: F-Fully Accessible I-Accessible 1st floor only N-Not accessible G-Ground Floor Accessible only R-Restrooms not accessible



The National Fallen Firefighters Memorial

Since 1981, the National Fallen Firefighters Memorial, located on the campus of the National Fire Academy, has stood as the national symbol of honor to America's firefighters. In 1990, the U.S. Congress designated the monument as the "official national memorial to volunteer and career firefighters who die in the line of duty."

Congress established the nonprofit National Fallen Firefighters Foundation in 1992 to honor and remember America's fallen fire heroes and to provide support to their survivors in the rebuilding of their lives.

Each October, a grateful Nation honors its fallen heroes during the National Fallen Firefighters Weekend. In partnership with the United States Fire Administration, the Foundation manages the Weekend events that celebrate the lives of these men and women. The Weekend will culminate in the 23rd Annual National Fallen Firefighters Memorial Service on October 3, 2004.

The Foundation provides transportation, lodging, and meals for immediate survivors of fallen firefighters being honored. This helps survivors participate in Family Day sessions conducted by trained grief counselors and attend the public tributes. Returning survivors help with program activities, and participate in special events.

National Memorial Park

America's fire service has a rich heritage based in community involvement. The Foundation is creating a National Memorial Park to tell this story. When completed, it will be the first permanent memorial area in the country honoring all members of the fire service. A "Walk of Honor" now winds through the Park and contains over 4,000 inscribed bricks.

The National Fallen Firefighters Foundation

When a firefighter dies in the line of duty, the Foundation provides survivors with a place to turn. Families can receive emotional assistance through a Fire Service Survivor Network. This Network matches survivors with similar experiences and circumstances. This contact can be an important part of their healing. Families receive a quarterly newsletter and specialized grief resources. The Sarbanes Scholarship Program provides assistance with education and job training costs for spouses, children, and stepchildren of firefighters honored at the Memorial. Over 60 survivors received awards in 2003.

Under a Department of Justice grant, the Foundation offers regional training sessions to help fire departments handle a line-of-duty death. Departments can receive resources and support through the Foundation. Immediately after a death, a Chief-to-Chief Network provides professional and personal support from another chief who "has been there."

After the World Trade Center tragedy, the Foundation coordinated resources from across the country to provide logistic and peer support to FDNY's Counseling Services Unit. The Foundation continues to provide long-term emotional support for the fallen firefighters' families.

For more information on the Memorial Weekend or other Foundation programs, visit www.firehero.org or contact the Foundation at:

P.O. Drawer 498
Emmitsburg, Maryland 21727
E-mail: firehero@erols.com
Phone: 301-447-1365

The National Civil Defense/Emergency Management Monument

On November 13, 1999, President Clinton signed a bill (HR 348/PL 106-103) that granted authority to the National Civil Defense Monument Commission to construct a monument at FEMA's National Emergency Training Center in Emmitsburg, Maryland.

The purpose of the monument is to honor the thousands of Civil Defense and Emergency Management professionals and volunteers who have worked hard and faithfully to protect the public from both manmade and natural hazards. This monument particularly recognizes the numerous military and civilian volunteers and professionals who have gone beyond the normal call of duty to save lives and alleviate suffering in times of crises. The monument serves as an enduring reminder of the heartfelt thanks that a multitude of people feel whenever they remember those who have selflessly served them or their loved ones in times of great need.

The centerpiece of the monument is a fifteen-ton block of polished white Vermont granite, shaped as a three-sided pyramid, representative of the federal, state, and local governments and their efforts in working together to accomplish a joint mission. The triangular base is five feet on each side, rising to fifteen feet in height. The pinnacle of the monument is capped with a large, bronze American eagle, sculpted by the world-renowned sculptor, Lorenzo Ghiglieri. The base is encircled by a stone and concrete plaza with appropriately inscribed bronze state plaques embedded in concrete, surrounded by a circle of state flags. A brick wall rises approximately three feet in height on the back or south side of the plaza. Near the edge of the plaza are two bronze plaques bearing the names of advocates and members of the Monument Commission.

The monument was dedicated on April 6, 2002. The Commission plans to hold an annual memorial service to pay tribute to those who have given to their fellow citizens by mitigating the potential losses from emergency situations, for those who have responded to emergencies, and to the professionals and our elected officials who strive to improve the methods of handling emergencies.

General Course Attendance Information

Eligibility: To take a National Fire Academy (NFA) or Emergency Management Institute (EMI) course, applicants must meet the selection criteria and prerequisites specified for each course. Participants may not take the same course more than once.

The USFA is an equal opportunity institution. It does not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in its admissions and student-related policies and procedures. The USFA makes every effort to assure equitable representation of minorities and women in its student body. Qualified minority and female candidates are encouraged to apply for all courses.

Application Procedures: Application procedures vary with the different programs. Each section of the catalog has specific application requirements listed, along with the program or course description.

Both NFA and EMI use a national enrollment system of two semesters with a prescribed application period for each semester.

For Courses Beginning	Open Application Period
October 1, 2004 to March 30, 2005	May 1 to June 30, 2004
April 1 to September 30, 2005	November 1 to December 31, 2004

Only the April 2001 version or later of General Admissions Application FEMA Form 75-5 will be accepted. All other versions will be returned to the applicant. An application is provided in the back of this catalog and may be photocopied. Incomplete applications will be returned to the applicant. Applications must be postmarked during the Open Application Period as indicated above. Completed applications should be sent to:

NETC Admissions Office
16825 South Seton Avenue
Emmitsburg, MD 21727

General admissions questions can be directed to the NETC Admissions Office at: 1-800-238-3358, ext. 1035; 301-447-1035; or via e-mail to: NETC-Admissions@dhs.gov

FEMA Form 75-5 can be downloaded from the Internet at:
<http://www.usfa.fema.gov/fire-service/nfa/nfa-abt1c.shtm#75-5>

Travel Planning: Applicants must not make travel plans prior to receiving an official acceptance package from the NETC Admissions Office. Acceptance packages contain important travel information for the specific classes.

Lodging: All lodging rooms are nonsmoking rooms and are randomly assigned once approved for a course. Because of the random assignments of rooms, classmates may not be lodged together. If the student count exceeds the number of single rooms available, students may have to share a room. Please do not call to request a single room. If you are required to pay for your lodging, you may do so by cash, personal check, traveler's check, and credit card (MasterCard, Visa, American Express, and Discover).

Food Service: There is an on-campus dining facility. The meal charge will be identified in all acceptance letters and will include costs for three meals per day beginning with dinner on the day preceding the course start date and extending through lunch on the last day of the course, plus morning and afternoon breaks. Meals may be paid for with cash, traveler's check, purchase order, credit card (MasterCard or Visa) or by advance payment. There are no refunds for meals missed. **All participants residing on campus must purchase a meal ticket.** Any participant who does not purchase a meal ticket must move off campus for the duration of the course at his/her own personal expense. Participants staying off campus must pay for morning and afternoon breaks.

Campus Security: Due to heightened security requirements, please understand that security and law enforcement personnel may search you, your vehicle, and your luggage. Maryland Law is very narrow in its definition of law enforcement officers who may carry firearms. For your own protection and to expedite your processing into the NETC, do not bring any firearms or weapons to campus. Additionally, do not attempt to bring alcoholic beverages onto campus. Sworn and State POST certified officers and Federal officers or local officers with concurrent jurisdiction who require a firearm for the performance of required official duties must obtain an exception from the Director of Support Services or the NETC Safety and Security Specialist prior to arrival on campus. For more information please call 301-447-1422.

Registration: Upon arrival, students must report to Building C to obtain room assignments and key cards. Students may be lodged a distance from the registration building; for this reason we recommend luggage with wheels. Picture identification is required at registration.

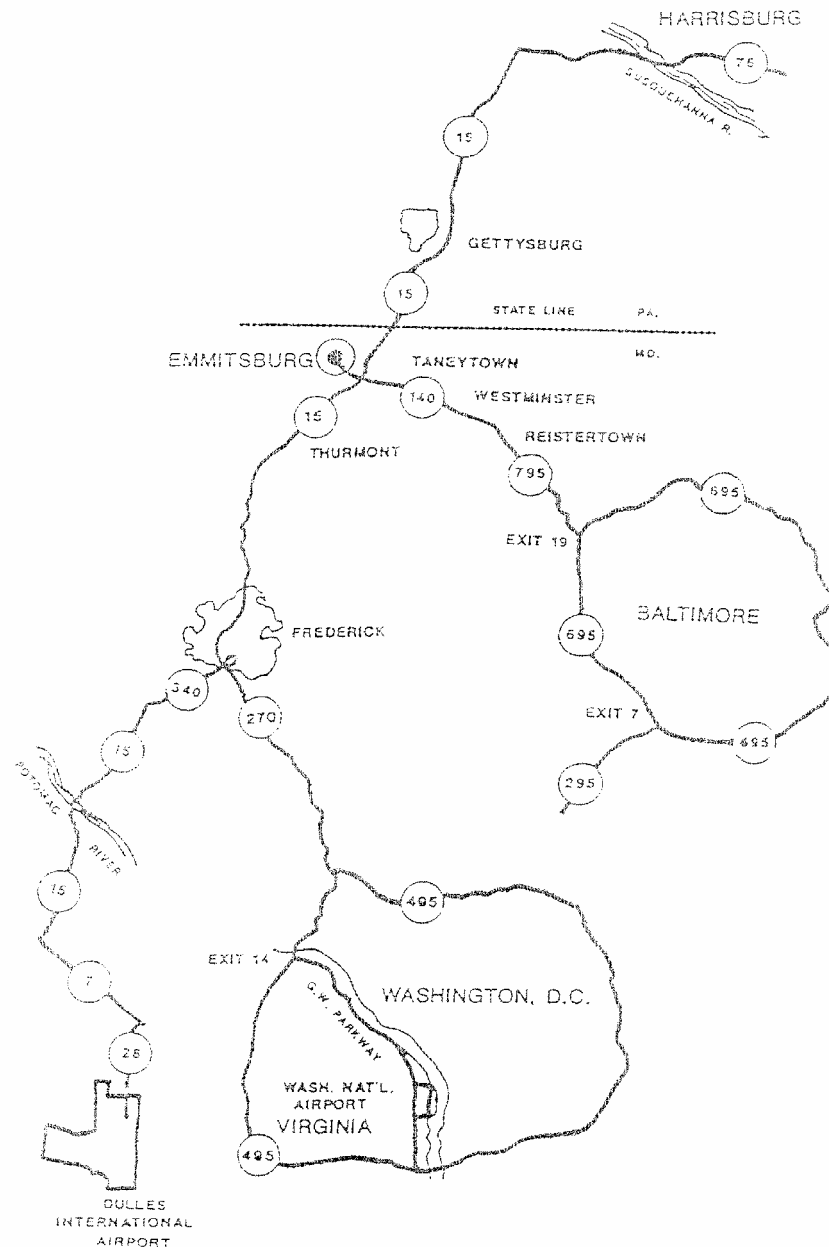
Transportation and Parking: Students must make their own flight arrangements. Travel days are normally the day before the course begins and the day that the course ends. Specific travel information relative to each course will be included in the student acceptance package. **Please read this information carefully BEFORE making flight arrangements. Students must call the NETC Transportation Office at 301-447-1113 at least one week in advance to reserve a seat on the airport shuttle.** Seating on the bus may be unavailable, and transportation to Emmitsburg will be at the student's own expense if a student fails to call.

Students who drive to campus must register their vehicles upon arrival in the lobby of Building C. Picture identification and automobile registration (owner's card) must be shown when the vehicle is registered in order to receive stipend reimbursement. A parking permit will be issued, which must be displayed on the vehicle. Student parking is in the lot north of Building J and is not permitted elsewhere on campus. Vehicles parked in violation of this rule are subject to towing at the owner's expense. Loading and unloading of luggage is permitted in designated areas. Students may arrive on campus any time after 12 noon the day before class begins. Departure is any time after graduation, which, except for selected courses, is concluded by 9 a.m. the last day of class.

Directions to National Emergency Training Center:

- **From Baltimore:** I-695 (Baltimore Beltway) to I-70 West (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.
- **From Washington:** I-495 (Washington Beltway) to I-270 North (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.
- **From Philadelphia and East:** Pennsylvania Turnpike west to Harrisburg, Exit 17 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.

- **From Pittsburgh and West:** Pennsylvania Turnpike east to Harrisburg, Exit 17 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.
- **From Herndon, Virginia (Dulles Airport):** Turn left onto Route 28 (turns into Route 7). Take Route 7 west to Route 15. At Leesburg, Virginia, take Route 15 North to Frederick, Maryland. Continue on Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.



Transcript Request: Requests for transcripts can be made by completing the NETC Transcript Request form on the next page.

**NATIONAL EMERGENCY TRAINING CENTER (NETC)
TRANSCRIPT REQUEST**

A TRANSCRIPT WILL BE SENT TO THE INDIVIDUAL REQUESTING A TRANSCRIPT. WE WILL ALSO MAIL A COPY TO THE COLLEGE OR UNIVERSITY YOU SPECIFY BELOW, ONLY IF THE INFORMATION LISTED IS COMPLETE AND HAS AN ACCURATE ADDRESS.

REQUESTOR

NAME: _____

ADDRESS: _____

SOCIAL SECURITY NUMBER: _____

WORK PHONE: _____ HOME PHONE: _____

COLLEGE OR UNIVERSITY TO WHICH YOU WANT THE TRANSCRIPT SENT:

NAME: _____

ATTENTION: _____

ADDRESS: _____

REQUESTOR'S SIGNATURE: _____

SPECIAL NOTICE TO REQUESTOR: NETC, INCLUDING THE NATIONAL FIRE ACADEMY (NFA) AND THE EMERGENCY MANAGEMENT INSTITUTE (EMI), MAY NOT MAINTAIN COURSE RECORDS ON CLASSES THAT YOU ATTENDED, WHETHER SPONSORED BY YOUR DEPARTMENT OR ANOTHER ORGANIZATION, IN WHICH YOU RECEIVED A "**CERTIFICATE OF TRAINING**" SIGNED BY SOMEONE IN AN ORGANIZATION OTHER THAN AN NETC FACULTY MEMBER. COURSES SUCH AS THIS ARE GENERALLY REFERRED TO AS "HAND-OFF" COURSES. NETC DOES MAINTAIN TRAINING RECORDS ON STUDENTS WHO ATTENDED DIRECT DELIVERY CLASSES WHO RECEIVED A "**CERTIFICATE OF ATTENDANCE**" SIGNED BY THE NFA OR EMI SUPERINTENDENT. IT'S THE COURSES IN WHICH YOU RECEIVE A "**CERTIFICATE OF ATTENDANCE**" THAT WILL BE REFLECTED ON YOUR NETC TRANSCRIPT.

MAIL COMPLETED REQUESTS TO: National Emergency Training Center
ATTN: Admissions, Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

OR FAX COMPLETED REQUESTS TO: 301-447-1441

NATIONAL FIRE ACADEMY

National Fire Academy
16825 South Seton Avenue
Emmitsburg, Maryland 21727
Phone: 301-447-1000 • 1-800-238-3358
Fax: 301-447-1441 (Admissions)
<http://www.usfa.fema.gov>

The National Fire Academy

Through its courses and programs, the USFA's National Fire Academy (NFA) works to enhance the ability of fire and emergency services and allied professionals to deal more effectively with fire and related emergencies. The Academy's delivery systems are diverse. Courses are delivered at the resident facility in Emmitsburg, Maryland, and throughout the Nation in cooperation with State and local fire training organizations and local colleges and universities.

Residential Delivery: On the Emmitsburg campus, the Academy conducts specialized training courses and advanced management programs of national impact. NFA offers these courses and programs in a concentrated, residential setting that is most conducive to intensive learning. On-campus programs target middle- and top-level fire officers, fire service instructors, technical professionals, and representatives from allied professions. Any person with substantial involvement in fire prevention and control, emergency medical services, or fire-related emergency management activities is eligible to apply for Academy courses.

Off-Campus Delivery: Due to space and budget limitations, NFA cannot accept all qualified applicants for courses at the Emmitsburg campus. Also, many volunteer and career fire service personnel do not have the time to attend on-campus programs. To reach these students, the Academy offers courses through a distance delivery training system. NFA 2-day courses are available for direct delivery in States and local communities. Students can attend select 1- and 2-week NFA courses within their geographical region through the Academy's off-campus, Regional Delivery Program. Through a cooperative working relationship with State and local fire training systems and the four branches of the Armed Services, the Train-the-Trainer Program provides expanded opportunities for fire service personnel to participate in Academy courses at the State and local level.

Technology-Mediated Distance Delivery: The NFA is taking advantage of technology in order to deliver training to our students. In order to maximize the number of students reached, we are using technology in the form of video, audio, computer, multimedia communications, or a combination of these with traditional delivery. Distribution of technology-mediated training is being facilitated using CD-ROM's, the Simulation Laboratory, and the Internet. For more information on this topic, visit www.usfa.fema.gov/fire-service/nfa/courses/offcampus/nfa-off3.shtml

Enfranchisement: States are viewed as partners with the NFA and, as such, may deliver 2-week 6-day, and 2-day NFA courses in addition to the current deliveries available to them. States and the NFA work cooperatively to deliver Regional and Direct Delivery Programs. States have sole control and responsibility to deliver hand-off courses. Enfranchisement establishes that State Fire Training Systems are the NFA in their State, with or without Federal funding. As such, State Fire Training Systems are enfranchised to deliver NFA courses using NFA instructors. The release of residential courses to States is proposed to be three courses per year, because of duplication costs and course development timelines. States will report student participation in all courses for inclusion in the NFA database. Students will receive NFA residential certificates. More information on this program is available at www.usfa.fema.gov/fire-service/nfa/nfa-abt6.shtml

Endorsement: States have a need for courses that the NFA cannot develop because of time constraints, the number of courses needed, and subject matter or resource constraints. Endorsement recognizes that some State-developed courses are the equivalent of NFA courses in both quality and content. NFA and State Fire Training Systems have agreed upon a set of criteria and a process to have State-level courses endorsed as NFA courses. The States will manage the system for assessing courses submitted by individual States; essentially a peer review process

using geographically distant States to perform the assessment. Once a course meets the established criteria, it becomes an NFA "endorsed" course. Endorsed courses are NFA courses delivered locally by local instructors. Students in NFA-endorsed courses may be registered in the NFA student database if the State training system provides the information, and, if the State so desires, may receive NFA certificates. Endorsed courses will be available for distribution to other States that may not have adequate resources to develop a course. The process for exchange, costs, etc., is managed by the States involved. More information on this program is available at www.usfa.fema.gov/fire-service/nfa/nfa-abt5.shtm

Higher Education: For those interested in pursuing degrees, the Degrees at a Distance Program extends NFA's academic outreach through a network of seven colleges and universities. Fire service personnel who cannot attend college due to work hours and locations are able to earn a degree in fire technology and management through independent study. For more information on this program, please see the complete program description on pages 83-84.

Board of Visitors

The Board of Visitors plays an important role in enhancing the academic stature of the National Fire Academy. Authority for the Board comes from Public Law 93-498, the Federal Fire Prevention and Control Act of 1974. Functions of the Board are to examine Academy programs, to determine whether these programs further the basic missions of the Academy; the adequacy of the facilities; and the funding levels for Academy programs.

The Board's charter is to make comments and recommendations regarding the operations of the Academy and any improvements it deems appropriate. The Under Secretary for Emergency Preparedness and Response receives these comments in an annual report.

Members of the Board of Visitors represent a broad spectrum of fire safety, including fire prevention, education and training, fire control, research and development in fire protection, and private and professional allied fields. Members are selected for their expertise and for the perspective they can contribute to enhancing the Board's effectiveness. Current members of the Board of Visitors:

Dr. Robert S. Fleming, Chair
Professor, Rowan University
West Chester, Pennsylvania

Art Cota, Division Chief
California State Fire Training
Sacramento, California

Chief Warren McDaniels
New Orleans Fire Department
New Orleans, Louisiana

Gary Tokle
National Fire Protection Association
Quincy, Massachusetts

Chief Donald Oliver
Wilson Fire Rescue Services
Wilson, North Carolina

Helen Campbell Johnson,
State Firemen's and Fire Marshal's
Association of Texas
Austin, Texas

Robert J. Sledgeski
Baltimore Fire Fighters Local 734
Baltimore, Maryland

Dr. Sandy Bogucki (Alternate)
Yale University of Medicine
New Haven, Connecticut

National Fire Academy Course Attendance Information

Eligibility

Any person with substantial involvement in fire prevention and control, emergency medical services, fire-related emergency management activities, or allied professions is eligible to apply for NFA courses.

Applicants must meet the specific selection criteria for each course. Selection also is based on the impact the applicant will have on the quality of fire protection in the local community, the potential for use of the skills acquired, and equitable and representative distribution from the total fire service.

Application Procedures

The FY 2005 course schedule and General Admission Application (FEMA Form 75-5, dated April 2001) for on-campus courses are contained in this catalog.

General Admission Application forms also are available from FEMA Regional Offices, the NETC Office of Admissions, or they may be downloaded from the USFA Web site at www.usfa.fema.gov/fire-service/nfa/nfa-abt1c.shtm#75-5

Completed applications for on-campus courses must be sent to the following address during the appropriate application period:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

Stipend or application questions may be directed to the NETC Admissions Office at:
1-800-238-3358, ext. 1035 or
301-447-1035
FAX: 301-447-1441
E-mail: netc-admissions@dhs.gov

The Academy operates on a two-semester year with a separate application period for each semester.

For Courses Beginning	Open Application Period
October 1, 2004 to March 30, 2005	May 1 to June 30, 2004
April 1 to September 30, 2005	November 1 to December 31, 2004

Applications will not be considered if they are postmarked before or after the stipulated open periods. You may apply for more than one course, but you should submit a separate application for each course. **Students must reapply for second semester courses if they are not accepted for the first semester. No applications will be carried over.**

The Office of Admissions will notify students of the status of their applications approximately 60 days after the end of the application period. Information regarding applications will not be available prior to this time. Application periods for the next fiscal year are anticipated to be similar; students should consult next year's catalog to verify the application periods.

Physical requirements must be met for successful acceptance into some courses, due to the nature of the course activities. See specific course descriptions for applicable courses. In addition, many of the on-campus classes use PowerPoint®, Microsoft® Excel, and Microsoft® Word during class assignments. Students should be familiar with these programs.

Costs and Stipends

There are no tuition fees for NFA courses. All instruction and course materials are provided at no cost. Transportation costs and lodging for students who represent career or volunteer fire departments, rescue squads, or State/local governments attending on-campus courses are currently provided as part of funding under the student stipend reimbursement program. Students from other countries, other Federal agencies, private industry, or contractors of State/local fire departments or government entities must pay their own transportation and lodging fees. All students are responsible for the cost of the cafeteria meals provided and for personal, incidental expenses. Incidental expenses may include items such as class picture, class shirts, and class donations.

Stipend reimbursement is limited to one trip for each student per fiscal year. Therefore, you will not be considered for another course during the same fiscal year without notifying us in advance that you understand that your second trip will be at your expense entirely. You must purchase a 21-day prepurchased, nonrefundable ticket for round-trip transportation by common carrier (economy coach class or less). First class and business class airline tickets will not be reimbursed. If you are notified in enough time to purchase the 21-day ticket and do not do so, your reimbursement will be limited to the State ceiling as established by NETC. If you choose to drive, you will be reimbursed the current Privately Owned Vehicle (POV) Federal mileage allowance, or the State ceiling, **whichever is less**. POV mileage is subject to validation. Complete details will be provided in your course acceptance materials.

Reimbursement will be made by direct deposit to an account bearing the student's name, identified by the student. We request that each student provide a copy of a check (NOT a deposit slip). If appropriate bank information is not supplied, reimbursement shall be denied.

If you have questions about your eligibility to receive a stipend, please call 301-447-1035.

NFA Policies

Class Attendance and Conduct: Students, instructors, and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus. Students must attend and participate in all class sessions and successfully complete the evaluation criteria to receive a certificate and stipend reimbursement.

Dress Code: It is each student's responsibility to use good judgment in selecting attire that projects a professional image and that is appropriate for both climate differences and classroom activities. NFA staff have the authority to make a determination that a student's attire may be

inappropriate. Students whose attire is determined to be inappropriate will be required to change into more appropriate clothing before being allowed to continue class.

Acceptable Attire for Classroom Settings:

- **Males:** Shirts with collars; slacks, nice jeans; departmental uniforms (no T-shirts); shoes and socks. Optional items include sweaters, sport coats, ties, etc.
- **Females:** Dresses; blouses with slacks or nice jeans, skirts, split skirts/skorts; departmental uniforms (no T-shirts); and shoes. Optional items include sweaters, blazers, etc.

Acceptable Attire for Graduation:

- **Males:** Suits; sports coats; dress shirts with ties or class shirts; dress slacks, or departmental dress uniforms.
- **Females:** Suits or dresses; blouses or class shirts with dress slacks or skirts; or departmental dress uniforms.

Shorts, sleeveless shirts, ball caps, open-toe sandals, thongs, etc., are not permitted in the classrooms, the auditorium, or the dining hall. Bathing suits/trunks are not permitted outside the pool area. Dresses, skirts, split skirts/skorts should be no higher than 1" above the knee (no mini skirts).

Cancellations: NFA has always promoted full class attendance in order to fulfill its obligation under Public Law 93-498 to deliver training and, thus, to reduce the loss of life and property due to fires. Its mission for delivery of resident courses is impaired significantly by cancellations and no-shows. Typically there are many more student applications than there are course seats available, and NFA must maximize opportunities for class attendance. It is very difficult to recruit students for courses at the last minute. NFA is keeping a careful watch over student cancellations and no-shows. Currently, there is a 2-year ban on student attendance for students who are no-shows or cancel at the last minute without a valid reason. Students who are accepted into a course offering should take their obligation to attend very seriously.

Student Failure: A student who fails an NFA course and applies for any subsequent course, including the one failed, will be accepted only on a space-available basis (after all applicants have been placed and there is no waiting list). Attendance will be at no cost to the Government; i.e., a second stipend will not be provided and the individual will be charged for on-campus lodging. This restriction will apply until the individual successfully completes an NFA on-campus course.

Foreign Applicants

A very limited number of opportunities exist for non-U.S. citizens to attend NFA courses. Foreign citizens interested in applying should send applications to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
301-447-1035
FAX: 301-447-1441

Foreign applicants must pay their own transportation, lodging, and meal costs. Because language translation is not provided on campus, students must be fluent in spoken and written English.

Applications from foreign students are not considered during the random selection process following each application period. After students have been placed, if there are vacancies, foreign applicants are considered. Therefore, applications are accepted from foreign students throughout the course of the year. Placement for a requested date cannot be guaranteed. Please allow extra time for processing application requests.

Foreign students may attend up to two course offerings at NFA per year, preferably in back-to-back courses. Please **do not** make any travel arrangements until you are notified in writing of your acceptance.

Course Coding

To help identify the different courses available through NFA, the following listing of course codes is given to explain the first letter used in the reference number in the parentheses following titles.

- C College Deliveries over course of a semester
- F Direct Field Deliveries
- H Local Training System Deliveries (Handoff)
- I In-Service Training
- M Mount Weather Site Deliveries
- N Regional Deliveries
- O State Training System Deliveries
(Off-Site local deliveries)
- P Pilot
- Q Self Study
- R Resident On-Campus Deliveries
- T Train-the-Trainer
- U Computer Conferencing Deliveries
- W State Weekend Program Deliveries
- Y Endorsed Course Deliveries

College Credit for NFA Courses

Courses presented at NFA are equal in difficulty to those at the college/university level. Although the Academy itself is not an accredited institution, completed NFA courses may contribute credits toward a college degree program. Students should be aware, however, that not all colleges/universities accept these credits.

The American Council on Education/College Credit Recommendation Service (ACE/CCRS) annually reviews Academy courses and makes recommendations for credit equivalencies. ACE/CCRS reviews formal training developed outside colleges and universities and publishes its recommendations in *The National Guide to Educational Credit for Training Programs*, used by educational institutions throughout the country. Course descriptions include the ACE recommendation for credit hours, curricula, and level. Newly developed courses not included in the previous ACE review receive credit equivalency evaluations after the next annual review. At

that time, the students who have already completed the course become eligible for credit for that course.

Upon written request, the NETC Office of Admissions will provide student transcripts to educational institutions at no cost to the student.

To obtain a transcript, complete the information request found at the end of the General Course Attendance Information section and send or fax it to the address indicated. The Transcript Request page also can be downloaded at:

www.usfa.fema.gov/fire-service/nfa/nfa-abt3.shtm

Evaluation of NFA Courses

The Academy has developed a comprehensive evaluation program to determine the level of student satisfaction with the NFA training experience and how NFA training affects the student's performance on the job. Students can rate their satisfaction with NFA courses by completing the end-of-course evaluation that is administered at the close of each training session.

Selected NFA on-campus and off-campus courses also are evaluated by students and their supervisors using the Academy's Long Term Evaluation program. NFA asks students and supervisors to complete evaluation forms 3 to 6 months after the student has returned to the job following NFA training. In this way, the Academy can determine what elements of NFA training have been transferred to the job and ultimately are making a difference in the reduction of the loss of life from fire-related incidents.

NFA also has established another way for students to report how NFA training has had an impact on their day-to-day job performance. Students, supervisors, and coworkers who want to provide feedback to NFA can visit the USFA Web site at:

www.usfa.fema.gov/applications/feedback/tr-eval.jsp

Students are encouraged to share experiences of how they applied NFA training when they returned to their regular duties.

NFA has a special interest in reports about Academy influence on:

- implementation of the Incident Command System (ICS);
- local approaches to safety management;
- local approaches to arson mitigation;
- changes in local department services and policies;
- changes in local department training;
- changes in local department management development;
- local efforts in fire prevention, risk reduction, and public education;
- distance education using various computer-based and media technologies; and
- courses used in conjunction with FEMA's community-based predisaster mitigation programs-related efforts.

The Executive Fire Officer Program

The Executive Fire Officer Program (EFOP) is an initiative of the United States Fire Administration/National Fire Academy designed to provide senior officers and others in key leadership roles with:

- An understanding of:
 - the need to transform fire and emergency services organizations from being reactive to proactive; with an emphasis on leadership development, prevention, and risk-reduction;
 - transforming fire and emergency services organizations to reflect the diversity of America's communities;
 - the value of research and its application to the profession; and
 - the value of lifelong learning.
- Enhanced executive-level knowledge, skills, and abilities necessary to lead these transformations, conduct research, and engage in lifelong learning.

The officers enhance their professional development through a unique series of four graduate and upper-division baccalaureate equivalent courses. The EFOP spans a 4-year period with four core courses. Each course is 2 weeks in length.

EFOP participants must complete an Applied Research Project (ARP) that relates to their organization within 6 months after the completion of each of the four courses. **NOTE: Completion of the ARP is a prerequisite for attending the next course in the sequence of the program.** A certificate of completion for the entire EFOP is awarded only after the successful completion of the final research project.

Selection Criteria for the EFOP

The EFOP target audience is current and emerging executive-level leaders in fire and emergency services organizations. The selection criteria are divided between two requirements areas: Service Requirement and Academic Requirement.

Service Requirement

- Chiefs of Department or equivalent.
- Chief officers or equivalent who head major bureaus or divisions within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.
- Chief officers and senior deputies of State governmental fire organizations, e.g., State Fire Marshals and State Directors of Fire Training.
- Other individuals who are serving in "key leadership" positions. Please refer to "Key Leaders" selection criteria following this section.

Academic Requirement

- Applicants must have attained an associate's degree or greater from a regionally accredited institution of higher learning. No exception will be made to this requirement.
- Beginning October 1, 2009 (FY 2010), applicants must have attained a minimum of a bachelor's degree.

All application packages will be reviewed on an individual basis and will require six separate items:

1. A General Admissions Application. In Block #9A, please specify "Executive Fire Officer Program."
2. A letter from the applicant requesting admission to the EFOP. The letter should specify applicant's qualifications (see eligibility sections); commitment to complete the entire program, including the applied research; and the applicant's perceived expectation(s) of the program.
3. The applicant's résumé.
4. A letter of recommendation from the applicant's immediate supervisor (Chief of Department, Mayor, City Manager, etc.), indicating the organization's commitment to allow the applicant to complete the required courses and research.
5. A photocopy of the applicant's terminal academic diploma or transcript.
6. An organizational chart that depicts the applicant's position.

The application package must be sent to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

"Key Leaders" Selection Criteria

The EFOP is USFA's premier executive education program with a limited capacity of participants each year. The primary audience is executive-level chief officers; however, a limited number of non-executive-level applicants who are serving in "key leadership" positions will be considered for the EFOP. Once the minimum academic requirement has been demonstrated, candidates will be selected on the following criteria:

NOTE: It is not required that a candidate possess all of the following. However, the more achievements and criteria presented, the stronger a candidate's application will be considered.

- Those applicants requesting consideration for a key leader slot must possess the minimum academic requirement of associate degree. Advanced academic degrees will further strengthen the candidacy of the applicant.
- Unique perspectives that broaden the diversity of EFOP.
- Strength of the department chief's or sponsor's recommendation, commitment to supporting the applicant's participation, and description of the applicant's potential impact on the organization.
- Personal accomplishments and significant contributions to the fire and emergency services and/or the community.
- Potential for future impact on the fire service.

It is expected that the applications for these limited number of positions will be very competitive in nature. Applicants are encouraged to carefully review all of the aforementioned and following selection/application elements before submitting their application package.

Secondary Essay Application Form

EFOP candidates who have complied with the EFOP minimum prerequisites will be forwarded a secondary, essay-based application form. Both application forms, as well as the accompanying materials, will be evaluated in assessing each applicant's qualifications for EFOP acceptance. Final selection is competitive due to the limited number of available slots. Each applicant will be notified in writing as to acceptance or nonacceptance into the EFOP. Qualified women and minority candidates are encouraged to apply.

How to Apply

NOTE: Candidates may submit an application package at any time during the year. However, there is a cutoff date of June 30 for each fiscal year. Thus, in order to be considered for the FY 2005 (October 1, 2004 to September 30, 2005) EFOP, the application must be postmarked no later than June 30, 2004. Applications postmarked after that date will be considered for the next fiscal year.

Requirements for Continuing Eligibility

Because of the intense competition for admission to the EFOP, the Academy has very stringent requirements for continuing eligibility. Reduction of a participant's rank or responsibility, either voluntarily or involuntarily, will result in removal from the EFOP. Changes in a participant's employment status during the 4-year period of the program may alter eligibility to continue in the EFOP. Any such change must be brought to the attention of the Academy immediately in order to determine continuing eligibility. Participants are required to notify the NETC Office of Admissions in writing immediately if they cannot attend a scheduled course; otherwise, they will be removed from the EFOP.

NOTE: Future participation in EFOP courses is contingent upon the successful completion of the required Applied Research Projects. The participant bears the responsibility for any travel costs associated with course cancellation, and for failing to complete the required research in a timely manner.

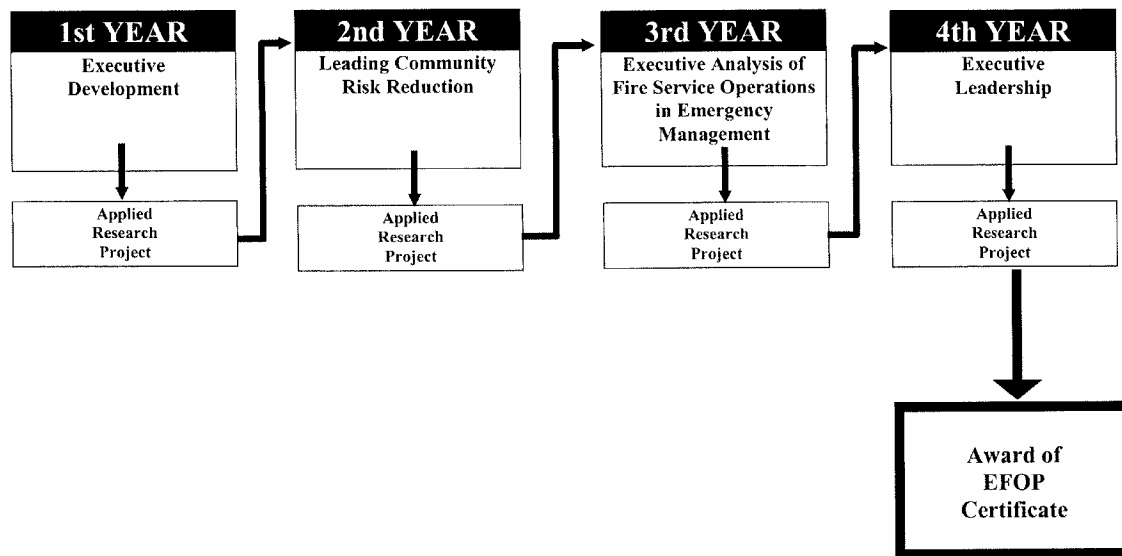
Conditional Acceptance to EFOP

Individuals who have completed EFOP courses in a non-EFOP status later may elect to apply for the EFOP. Those interested in this must follow the application process stated earlier. If the applicant is accepted, consideration will be extended toward any EFOP course(s) already completed. If the course(s) completed is accepted as a valid equivalency, the individual will be provided a period of time to complete the Applied Research Project(s) for the course(s) completed. These research project(s) must be completed before the applicant participates in the next scheduled EFOP course.

Participation in EFOP Courses as a Non-EFOP Participant

Each year a limited number of spaces are available for individuals interested in taking an EFOP course, but not as part of the 4-year program. This may be the result of not meeting the academic degree requirement, and/or not wanting to commit to the 4-year time period and research project requirements. In either case, participants still must qualify by rank/position. Non-EFOP applicants for EFOP course offerings should follow the General Admissions Application process.

EXECUTIVE FIRE OFFICER PROGRAM



Seventeenth Executive Fire Officer Program Graduate Symposium

Each Spring, USFA sponsors the EFOP Graduate Symposium. Attendance and participation in the Symposium are limited to graduates of the EFOP. The Symposium:

- Informs participants of outstanding applied research completed by EFOP participants during the previous year. Those recognized present their research and further defend their procedures and findings. Presenters formally receive NFA's Outstanding Applied Research Award.
- Creates a forum for the exchange of cutting-edge trends and information. Recognized presenters from the private sector, education, and Government provide an informational update and reinforce executive skill areas discussed within the EFOP experience. NFA faculty also provides presentations that reinforce and extend the EFOP experience.
- Provides another opportunity to network with EFOP alumni and further extend these relationships. The Symposium is structured to facilitate a period of mental stimulation, yet provide an opportunity to engage in "battery charging."

The Seventeenth EFOP Graduate Symposium is scheduled for April 1-3, 2005. Participants are responsible for transportation and meals. NFA provides the program and housing accommodations. Application may be made using the General Admission Application form. In Block 9a, please specify "Executive Fire Officer Program Graduate Symposium (R120)." Applications must be received by February 18, 2005. Due to limited space, applications will be prioritized on a first-received, first-served basis.

Harvard Fire Executive Fellowship Program

Application procedures have been established for the 2005 Harvard Fire Executive Fellowship Program. The program will be sponsored through a partnership consisting of the International Association of Fire Chiefs, the International Fire Service Training Association, the National Fire Protection Association, and the USFA. USFA will administer the selection process.

Eight senior fire executives will be awarded fellowships to attend Harvard's annual Program for Senior Executives in State and Local Government. The 3-week summer program is conducted on the Harvard campus in Cambridge, Massachusetts.

The following criteria and guidelines have been established for the 2005 program:

- Application is open to senior fire executives who have demonstrated significant accomplishments and have the potential to effect and initiate change.
- Preference may be given to applicants who are graduates of NFA's Executive Fire Officer Program, although program completion is not a prerequisite.
- Preference also may be given to applicants who have completed graduate-level degree programs or course work.
- Individuals whose organizations have been represented in the Harvard Fellowship Program during, 2002, 2003, or 2004 will not be considered.
- A General Admission Application (FEMA Form 75-5) is required, postmarked no later than January 31, 2005. An organizational chart of the applicant's sponsoring organization (with applicant's position highlighted) is required with the General Admission Application. All applicants are encouraged to include a résumé with their submission.

All packages should be forwarded to the following address:

United States Fire Administration
Harvard Fellowship Program
16825 South Seton Avenue
Emmitsburg, Maryland 21727

Semifinalists will be forwarded complete program information and materials for a secondary application process that is essay based.

For questions regarding the Harvard Fire Executive Fellowship Program, contact the Training Specialist for *Executive Development* at 1-800-238-3358, ext. 1072, or 301-447-1072.

Two Week Residential Curriculum

Executive Development Curriculum

Executive Development (R123)

Executive Development is the entry course for the EFOP. It is intended to provide a framework in which leadership is a process whereby you and others perform adaptive work. The three primary curriculum themes of the course are leadership, research, and change. Through a combination of theory, case-study analysis, reflection, introspection, and self- and observer-based assessment, participants learn how to enhance personal/team development and engage in applied research.

Executive Development course units include leadership, teams, change management, research, change and creativity, research practicum, management innovations, service quality, organizational culture, ethics and change management, and research proposals. There is a required precourse assignment dealing with applied research and book reading.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Personnel Management, Public Administration, Organizational Behavior, Management, or Fire Science Management as an elective. Students who are EFOP participants will be eligible to receive graduate-level credit

with successful completion of the Applied Research Project.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Student Comments: *Broadened my perspective, make positive change through the ability to analyze--reinforced the need to think about issues with my head and not my heart...Learning to work better in teams--increased knowledge of fire service as industry--ability to research to find answers...The research process will help my department solve problems.*

Course Dates: November 8-19, 2004; January 3-14, 2005; January 31-February 11, 2005; February 28-March 11, 2005; March 14-25, 2005; April 18-29, 2005; May 2-13, 2005; May 16-27, 2005; July 11-22, 2005; August 8-19, 2005; and September 19-30, 2005.

Executive Leadership (R125)

This concluding course was designed specifically to provide a framework of executive-level competencies by focusing primarily on issues and areas of personal effectiveness.

The curriculum includes self- and observer-based survey assessment instruments, case study analysis, role playing, and experiential activities. Participants complete a "self-assessment and development plan" to create desirable goals in the areas of their professional, personal, community, and family life.

Course units include leadership, multiple roles, decision skills, influencing, leaders teaching leaders, coaching and mentoring, succession planning, and evaluating.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Service Management, Personnel Management, Public Administration, or Management as an elective.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Student Comments: *Got a better differentiation between leadership and management...Gave me a realistic view of my strengths and weaknesses...Improved leadership through influencing and group participation. Better focus on all four spheres of life...Gave hands-on practical techniques for improving leadership.*

Course Dates: October 4-15, 2004; December 6-17, 2004; April 4-15, 2005; May 16-27, 2005; July 11-22, 2005; July 25-August 5, 2005; August 22-September 2, 2005; and September 19-30, 2005.

Management Science Curriculum

Fire Service Communication (R107)

Fire Service Communication focuses on verbal and written communication skills for fire service managers. The course is based on a survey of writing duties, practices, and skills, and the analysis of many types of fire service documents used in large and small fire departments around the country.

Student-directed learning, using computer-based instruction, is used to diagnose and develop writing and language arts skills.

The first week is devoted to developing skills in writing. Course units include organization and outlining of documents; writing procedures, regulations, and training materials; correspondence with the public; preparation of incident or investigative reports; preparation of personnel documents such as job descriptions; and preparation and justification of proposals for funding and equipment.

Oral communication is the focus of the second half of the course. Students will gain an understanding of the bases of effective speech communication as well as barriers to communication. The course focuses on one/two-way feedback, verbal and nonverbal components of spoken messages, models of communication, understanding self and others, listening, personal image, public speaking, and conducting interviews and meetings.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Communications, Business Communications, English, English Composition, Speech, Fire Science, Business Management, or Public Administration.

Student Comments: *Allow me to communicate within my department at a higher level...Helped me overcome some of my fears in public speaking...I now feel confident with my writing skills...Will help in interviews--will help me listen better--will help me write clearer...This course will enhance my professional experience and*

will help my development as a fire service professional. It will help me develop others as well...I handle a lot of public correspondence. This course will be a huge benefit to me, and my department. Effective communication leads to improved safety.

Course Dates: October 18-29, 2004; January 3-14, 2005; February 28-March 11, 2005; May 16-27, 2005; June 20-July 1, 2005; and August 8-19, 2005.

Organizational Theory in Practice (R331)

Organizational Theory in Practice is designed to prepare fire service managers and executives to understand organizational theory as it relates in practice to the fire service. During the course, students acquire the knowledge and develop the skills and abilities to operate an organization efficiently and effectively. Theories, principles, and analytical tools are applied in workshop exercises to the strategic organizational issues associated with planning, organizing, staffing, directing, and controlling.

Units of instruction include organization definition and structure, explanation and application of theory, planning in an organization, theories of organization and management, control and evaluation within an organization, organizational analysis, leadership styles and supervisory practices, decisionmaking, and organizational communication.

A course project report requires students to identify a problem in their department or division over which they have some influence, develop a solution to the problem, and write a postcourse report on the various organizational theories learned. The report is due 6 months after completion of the course. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" for an explanation of the consequences.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.

- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Science Management, or Public Administration. **NOTE:** Students will complete a 6-month final project that demonstrates their ability to use the theoretical concepts from this course in evaluating their own department.

Student Comments: *What I thought was intuition actually can be labeled--makes sorting out problems and planning projects so much more professional...Understanding the structure and culture of our changing department will provide for better cohesiveness and increase the effectiveness in planning and attaining common goals.*

Course Dates: November 8-19, 2004; January 17-28, 2005; March 14-25, 2005; May 2-13, 2005; and July 11-22, 2005.

Interpersonal Dynamics in Fire Service Organizations (R332)

Interpersonal Dynamics in Fire Service Organizations is designed to prepare fire service managers to work more effectively with other personnel in their organizations. Participants begin with a critical self-assessment of their individual managerial strengths and weaknesses, which results in a specific plan for their own professional and personal development. Techniques for creating effective organizational environments are defined. Components of a successful human resource development plan are examined.

Course modules include managerial style, stress management, conflict resolution, time management, counseling, communications, group dynamics, and human resource development.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.
- Individuals presently assigned to top-level management positions with limited training.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, Management, or Public Administration.

Student Comments: *This course will improve my interpersonal skills in areas such as cultural diversity, group dynamics, counseling, and coaching...Help me better manage conflict, time, and my personal goals. Better enable me to communicate with my crew (which could save my life someday, or the life of a citizen)...This is what every officer in the fire service needs to make the fire service professional.*

Course Dates: October 4-15, 2004; December 6-17, 2004; January 31-February 11, 2005; May 2-13, 2005; May 16-27, 2005; July 25-August 5, 2005; and August 22-September 2, 2005.

Emergency Medical Services Curriculum

Emergency Medical Services: Management of Community Health Risks (R149)

This 2-week course targets emergency medical services (EMS) providers, supervisors, and program managers with the responsibility for

development and implementation of community health and safety programs. During the class the students will develop a community-specific Health Outcome Management Plan (HOMP) with the goal of a 25-percent reduction in preventable illness and injuries within a community. The course represents a major EMS prevention initiative at the National Fire Academy.

The course content includes

- valuing (quantifying) the effects of EMS on injury prevention and community health;
- the public health prevention model and associated practices;
- health risk assessment/injury prevention and application;
- definition of community health problems; and
- development, marketing, and application of the Health Outcome Management Plan.

Student Criteria:

- Individuals with experience in EMS, public health, or allied health field.
- Individuals who are responsible for development and implementation of community health prevention programs. Personnel without formal responsibility for program management will be considered with the endorsement of their organization.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Protection, or Emergency Medical Services.

Student Comments: *Greatly assisted me in defining community health risk issues...The development of fact-base, locally supported injury prevention programs is and/or will be very important to EMS and the fire service. I now have the tools to meet that need...EMS is a changing world. This course has made me look at the prevention side of EMS.*

Course Dates: November 8-19, 2004; January 17-28, 2005; and February 28-March 11, 2005.

Management of Emergency Medical Services (R150)

This course focuses on current and newly emerging management practices as they relate to emergency medical services (EMS) in the fire service. This interactive and fast-moving course will enable participants to deal more effectively with day-to-day management issues that supervisory-level managers are likely to encounter. Personnel, resource management, and quality improvement techniques are some of the major components of this course. Upon completion of this course, the students will be able to enhance the quality and overall effectiveness of their EMS operation through the use of management techniques.

Student Selection Criteria:

- Individuals with management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency.
- Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS program management/coordination, training, medical control, etc.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administrator, Community Health Public Administrator, or Emergency Medical Services.

Student Comments: *I will return to work with a vision of things to come. When topics such as injury/illness prevention, value added service and up-to-date management techniques arrive, I will have a strong sense of what they are and how to implement them...The class promoted leadership skills. The coaching and counseling module was excellent.*

Course Dates: October 18-29, 2004; January 3-14, 2005; and September 19-30, 2005.

Advanced Leadership Issues in Emergency Medical Services (R151)

This course is designed for upper-management persons who have organizational responsibility for EMS operations in their agency or jurisdiction. Situational, scenario-based instruction is the foundation of this course, with an emphasis on problem-solving and decisionmaking techniques. Leadership techniques as they relate to establishing and directing EMS work teams are also an important part of this course.

Student Selection Criteria:

- Individuals with upper-level management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency.
- Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS program management/coordination, training, medical control, etc.

Prerequisite: *Management of Emergency Medical Services (R150)* or a college-level management course.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Emergency Medical Services, Fire Science, Public Administration, or Health Care Administration.

Student Comments: *Great networking and resource tools...It has provided me a benchmark for performance in reference to other departments...Introduces me to the political and developmental roles of my job.*

Course Dates: November 8-19, 2004; and May 2-13, 2005.

Emergency Medical Services: Special Operations (R152)

The purpose of this 2-week course is to enable EMS System Managers to prepare their organizations to respond to special operations by identifying potential hazards, determining potential resource needs, determining how those resources may be acquired, and developing a plan that enables the effective control of these events.

Events such as mass-casualty incidents, storms, earthquakes, or technological emergencies, mass gatherings, dignitary visits, and terrorism can place an unusual demand upon our ability to provide continued EMS response to our anticipated daily call volume. It is only through effective planning and preparation for these unique events that we can continue to respond effectively to our customers. This program discusses many of these special operations and the burdens they place upon our communities, EMS systems, and the responders within our systems.

Student Selection Criteria: This course is geared primarily to those who have management and planning responsibilities for an EMS system. The course is targeted primarily to middle managers at an operational level and to senior planners within the department.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Management, EMS Management, Public Health, or Health Care Administration.

Student Comments: *Helped expand my overall knowledge of my EMS/SO system...Very appropriate to my special operations and command responsibilities. Great review of ICS and the Federal Response Plan...Helped me understand the ICS system in detail and how it relates to my job.*

Course Dates: October 18-29, 2004; January 3-14, 2005; March 14-25, 2005; and August 22-September 2, 2005.

Advanced Life Support Response to Hazardous Materials Incidents (R247)

This 2-week course is designed for paramedic personnel who have an Advanced Life Support (ALS) emergency medical responsibility at hazardous materials incidents, and it promises a rigorous experience for the student. In-depth chemistry, as it relates to hazardous materials, the medical management of victims, and the development and management of the hazardous materials components of the medical support system are the three primary focuses of this course. Toxicology and decontamination procedures are covered from an advanced EMS viewpoint. Strategies for safe emergency medical interaction with contaminated victims are discussed in detail.

Student Selection Criteria: ALS emergency medical personnel at EMS/HM Level II (NFPA 473) who, as a part of their normal duties, may be called to perform patient care activities in the warm zone at hazardous materials incidents.

Prerequisite: Applicants must provide current State or National Registry Paramedic certification.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administration, Public Health, General Science, Emergency Medical Services, Chemistry, Industrial Hygiene Laboratory, Environmental Science Laboratory, or Public Health Laboratory.

Student Comments: *Prepare to develop SOP--I understand haz mat concerns of patient care better...Not only in haz mat operations in dealing with patients, but with a better understanding of physiology and chemistry...I plan to return to my department and begin implementation of a toxic medic program, using the information learned and the materials provided from this class.*

Course Dates: October 4-15, 2004; and September 19-30, 2005.

Advanced Safety Operations and Management (R154)

This 6-day course focuses on applying the risk management model to health and safety aspects of emergency services operations, including program management day-to-day operations, and incident safety. Content areas include firefighters and emergency services fatality and injury problem; the risk management process; safety responsibilities of department members; regulations, standards, and policies affecting emergency services safety; and appropriate documentation and recordkeeping pertaining to firefighter and emergency services health and safety.

Student Selection Criteria: Company-level officers, chief officers, and civilian managers who have department-level health and safety responsibilities (such as program planning and implementation), who may serve as an Incident Safety Officer, or who simply have an interest in firefighter and emergency services safety and health issues.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Occupational Health and Safety, or Emergency Management Services.

Course Dates: June 5-10, 2005 (2 sessions); and August 14-19, 2005.

Incident Management Curriculum

Command and Control of Fire Department Operations at Multi-Alarm Incidents (R304)

This 2-week course is simulation-intensive and focuses on the command officer's responsibility while conducting major operations involving multi-alarm units. Emphasis is placed on rapid fireground decisionmaking, advanced Incident Command, command and control, safety, personnel accountability, and communications.

Through the use of simulations, students are taught to recognize critical cues specific to various types of complex emergency incidents.

The students also are taught the proper command and control procedures necessary to bring these incidents to closure. A wide range of simulations is used to duplicate emergency incidents that require the student to evaluate multiple hazards. Fire department emergencies involving multifamily occupancies, hotels, commercial occupancies, large shopping malls, railroads, wildland, and highrise are just some of the incidents that are simulated.

The course is interactive, using lecture, simulations, and student participation as instructional methods. A precourse, self-study module on the Incident Command System (ICS) is forwarded to students prior to attendance. Demonstrated experience in the ICS is a prerequisite, and students are tested to measure their proficiency in this area on the first day of class.

Student Selection Criteria: Command officers or company officers who have multi-alarm command responsibilities. Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from their fire chief and/or placement on an eligibility list will be required for these candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Medical Services, or Emergency Management.

Student Comments: *Will improve firefighter safety...It is directly applicable to my job responsibilities. By presenting scenarios that are larger than anything I will likely encounter, the smaller stuff...It will seem less intimidating...Allow me to more effectively teach ICS to my company officers and other district chiefs...This class has given me more confidence in running a large scene.*

Course Dates: October 4-15, 2004; December 6-17, 2004; January 31-February 11, 2005; May 16-27, 2005; July 25-August 5, 2005; and August 22-September 2, 2005.

Executive Analysis of Fire Service Operations in Emergency Management (R306)

A required course for the EFOP, this course is designed to prepare senior staff officers in the administrative functions necessary to manage the operational component of a fire and rescue department effectively. Since the subject matter is comprehensive, maximum use of the students' time is required. Some of the areas covered are risk assessment, incident documentation, media/political considerations, standards, legal mandates, capability assessment, damage assessment, emergency operations, Integrated Emergency Management System (IEMS), Emergency Operations Center (EOC), and emergency information systems.

Throughout the course, students are presented with a series of senior-staff-level issues that require extensive analysis and action. The actions implemented are applied to a mock community in order to evaluate the effectiveness of these decisions relative to the fire and rescue department's operational readiness. The course is very intense and uses lecture, case study, simulation, scenario, and student participation as instructional media. A joint simulation exercise will be conducted with the Emergency Management Institute during this course.

Student Selection Criteria: Rank requirements:

- Chiefs of department or equivalent.
- Chief officers or equivalent who head a major bureau or division within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.
- Chief officers and senior deputies of State governmental fire organizations, e.g., State Fire Marshals and State Directors of Fire Training.
- Field battalion-level officers from IAFC "metro-size" fire organizations also will be considered (organizations that serve populations in excess of 200,000 and/or have more than 400 uniformed personnel).

Additionally, officers who eventually may assume one of these positions and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or documentation of placement on an eligibility list is required for these candidates.

ACE Recommendation: In the upper division baccalaureate or the graduate degree category, 3 semester hours in Fire Science, Public Administration, Emergency Medical Services, or Emergency Management. **NOTE:** Only EFO students can receive graduate credit for this course by completing the research project.

Student Comments: *If a large incident occurs I now have the knowledge and tools to effectively organize the problems...Better overall understanding of how all levels of Government work together in an emergency...Improve my overall understanding of Emergency Operating Center (EOC) procedures.*

Course Dates: October 18-29, 2004; January 3-14, 2005; February 28-March 11, 2005; April 4-15, 2005; June 20-July 1, 2005; July 11-22, 2005; August 8-19, 2005; and September 19-30, 2005.

Command and Control of Fire Department Operations at Natural and Man-Made Disasters (R308)

This 2-week course addresses fire and rescue department operations at natural and man-made disasters that may require interagency or interjurisdictional coordination. Earthquakes, hurricanes, blizzards, civil disturbances, terrorism, hazardous materials releases, tornadoes, and floods are some of the topics covered.

The primary focus for this course is directed at the operational component of a fire department's response to these incidents. Emphasis is placed on command and control decisionmaking skills and the interrelationship of the operational function to hazard preparedness, mitigation, response, and recovery. Advanced applications of the Incident Command System (ICS), command and control, the ICS/EOC interface, the IEMS, evacuation, and sheltering and communications are just a few of the areas covered. The course is interactive using lecture, simulations, scenarios, and student participation as instructional methodologies.

Student Selection Criteria: Chief officers or other fire officers who command fire department operations at catastrophic disasters.

Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates.

Prerequisite: Demonstrated experience in the ICS.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Emergency Management, Fire Science, Environmental Science, or Fire Service Management.

Student Comments: *Gives me a better understanding and experience using the expanded roles within ICS on major operations--also provided experience in working with the ICS forms...As an LEPC coordinator and emergency planner within the fire service, this has given me a great deal of insight on preplanning for a major event. The course has shown me interacting in ICS and between agencies, which will be addressed in future planning for my community...Larger scale incident "preplanning" reinforced through scenario based learning.*

Course Dates: January 17-28, 2005; March 14-25, 2005; and April 18-29, 2005.

Command and Control of Fire Department Operations at Target Hazards (R314)

This 6-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations.

The students are taught advanced applications in the Incident Command System (ICS), command and control, decisionmaking, strategic and tactical considerations, preincident preparation, documentation, and postincident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are penal institutions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural

manufacturing plants, and grain elevators. The course is very comprehensive and uses lecture, case study, simulation, and student participation as instructional methods.

Student Selection Criteria: Chief officers or other officers who would have the responsibility to command incidents involving target hazards.

Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates. Since this is a unique 6-day course, every effort will be made to accommodate the selection of both volunteer and career personnel.

Prerequisites: Demonstrated experience in the ICS and completion of a previous command course.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Administration, Fire Technology, or Public Administration.

Student Comments: *Applies all of the ICS functions in a defined manner...This program supports the concept of establishing incident management teams for significant incidents. Reinforces needs for IAP...Now have the tools to train captains in good scenario based training. Thinking more on target hazards and developing solid IAP's.*

Course Dates: November 7-12, 2004; February 20-25, 2005; May 8-13, 2005; and May 29-June 3, 2005.

Command and General Staff Functions in the Incident Command System (R317)

This 6-day course is activity intensive and designed to better prepare emergency response personnel to manage large, complex incidents effectively by using the functional components of the Incident Command System. The focus of the course is to enhance the skills necessary to operate as a team in various Command and General Staff positions and to promote a better

understanding of team operations through application during various simulations.

Student Selection Criteria:

Prerequisite: Successful completion of Web-based course, Q316: *Introduction to Command and General Staff* is required before application to this course may be considered. At this writing, the electronic version of the course has not been completed. Once the Web-based course is completed it will be advertised on the USFA Web site. Until that time the requirement can be fulfilled by completing a paper-based version of the course.

Applicants must have the responsibility within their organization to function in a Command and/or General Staff position and possess a working knowledge of the Incident Command System; officers who are responsible for setting up an incident command organization on a regular basis. Additionally, must have command responsibilities or be upwardly mobile and regularly act in the capacity of a command officer.

ACE Recommendation: ACE has not yet reviewed this course.

Student Comments: *Will help me better understand the requirements of the position when assigned on an incident. It was a reality check of how inadequate my staffing resources are...Provides an understanding of system needs from which to build a local team. Better prepare our department by employing IMTs and, with practice, increase departmental efficiency... Increased my level of understanding of the ICS functions/help implementation of ICS functions in my department.*

Course Dates: November 14-19, 2004; June 12-17, 2005; and September 11-16, 2005.

Planning and Information Management Curriculum

Fire Service Financial Management (R333)

This is not an accounting course. *Fire Service Financial Management* is a 2-week course that considers financial management concepts and techniques. The mystery is taken out of the complexity and constraints of public budgeting. Roles and responsibilities are addressed in terms of accountability and effectiveness. Types of budgets, their functions, and impacts are discussed in terms of requirements and options. Solutions to issues of resource allocation and community economic change are explored. The need to tie your organization's budget to strategic planning is discussed. The ability to present a well-articulated and comprehensive budget package to decisionmakers is viewed as a critical course component. The *Financial Management* course recently has been enhanced with texts and reading from case studies. Through an active learning process, students become outcome-focused; they are guided away from using output numbers as the sole determinant for fiscal decisions.

Student Selection Criteria: Fire and emergency medical service personnel who have direct influence or responsibility for the design, development, and/or administration of the organization's budget.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, or Public Administration.

Student Comments: *This course has fostered me to think differently in regard to what our responsibilities as Government Agents really are, and what we really should be concentrating on...Helped me understand the financial obligation to the public. (Meaning, look at the "outcomes" and will this best fit needs to/for the public)...Will help with budget preparation and presentation.*

Course Dates: October 4-15, 2004; January 17-28, 2005; April 18-29, 2005; and July 11-22, 2005.

National Fire Incident Reporting System (R499)

This 2-week course is offered to enhance the knowledge and skills of those individuals responsible for the managing of NFIRS in their organization, and/or the training of field-level data collection and reporting staffs. Students are expected to have completed the *Introduction to NFIRS 5.0* 2-day class, or equivalent, prior to attending this course. The NFIRS manager receives information about the systems capabilities, data collection and analysis, and the available reporting features. Focus is on the higher level competencies required to train others in data entry, collection, and reporting, and to develop decision packages based on local, State, or national data and trends. The NFA's computer classroom is used extensively for this course. The opportunities created by class activities are the creation and presentation of a decision package containing useful, timely, and accurate NFIRS-based information, and the development of the skills needed to train other NFIRS users.

Student Selection Criteria: New and current State, Metropolitan, and fire department NFIRS program managers responsible for NFIRS data collection and/or for the training of field-level data collection and reporting staffs.

ACE Recommendation: In the upper division baccalaureate degree or lower division baccalaureate/associate degree category, 3 semester hours in Fire Science, Information Management, or Public Administration.

For information call

NFIRS Office POC
1-800-238-3358, ext. 1836 or
301-447-1836
or
NFIRS Training Specialist
1-800-238-3358, ext. 1613 or
301-447-1613

Student Comments: *This course will be invaluable to me throughout the rest of my career in the fire service. I will truly be able to fight fires with facts...It will assist in making transition to 5.0 reporting and aid in improving accuracy of data, also allow for improved analysis of data...Will allow me to set up a reporting system in my city...I now understand*

the importance of NFIRS and what it can do for me.

Course Dates: January 3-14, 2005;
June 20-July 1, 2005; and August 8-19, 2005.

Executive Planning (R506)

This 2-week course often is offered as two concurrent sections, allowing approximately 50 students to exchange information and experiences relating to the topical areas of strategic planning and project management and implementation. The *Executive Planning* (EP) course has created an exceptionally successful dynamic for the students who select this course. Preparing fire service managers to evaluate options and make decisions that create the desired future while being responsive to the rapid changes encountered in today's environment is a critical success factor. The combination of instructional resources and use of large and small group classroom applications creates the high-energy environment and student synergy that is sought in adult learning. The recently revised EP Student Manual reflects the significant transition to an active learning environment and takes advantage of current published texts and articles. The use of selected course readings and case study materials allows readily available targeted information to be incorporated, keeping the course current.

Fire officers attending this course have a unique opportunity to have a local official or community planner attend the training with them. To exercise this option, both applications must be attached to a cover letter when the original applications are sent to NFA's Admissions Office.

Student Selection Criteria: Fire chiefs, fire and emergency medical services management staff, and personnel identified as part of the organization's decisionmaking team.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Service Administration, Public Administration, or Management.

Student Comments: *My department is trying to become more progressive. By learning more about leadership, project management, and strategic planning (and encouraging others to*

take this class) we can work towards that goal...To recognize the importance of having a thorough plan and to identify critical events within the plan. One must prepare alternatives when opportunities/obstacles arise.

Course Dates: January 31-February 11, 2005; April 4-15, 2005; and July 25-August 5, 2005. (Note: 2 sessions held each date)

Partnering For Fire Defense and Emergency Services Planning (R507)

This new 2-week course provides senior fire executives and their community partners with a systems approach for the development of the Fire Defense and Emergency Services Annex of their community's Master Plan. Local and regional coordination/ interoperability, risk assessment, emergent issues, and expanded missions are explored using GIS, NFIRS data collection and analysis, Risk, Hazard and Value Evaluation (RHAVE), and traditional planning approaches. The development of decision packages based on data analysis, the need for forecasting changes in hazard vulnerability to support fiscal and program budget requests, the interdependence of various community services and programs affecting fire and emergency service effectiveness, and influencing community life-safety outcomes are elements of this course. **NOTE:** Precourse reading and data collection activities are required.

Fire officers attending this course have a unique opportunity to have a local official and community risk planner attend the training with them. To exercise this option, a brief cover letter stating the name of the fire officer and the relationship of the other applicants to the fire defense and emergency services system planning effort is required. The cover letter and original applications are to be sent to NFA's Admissions Office.

Please contact the Planning and Information Management Training Specialist at 1-800-238-3358, ext. 1613 or 301-447-1613 if you intend to exercise the inclusion of a local official and community risk planner with your application.

Student Selection Criteria: Local, regional, and state fire and emergency services officers

who are new, current, or potential users of data collection and analysis for its application in fire and emergency services planning. Members of local, regional, or state fire service organizations responsible for risk reduction planning.

ACE Recommendation: ACE has not yet reviewed this new course.

Course Date: May 16-27, 2005

Hazardous Materials Curriculum

Hazardous Materials Operating Site Practices (R229)

This course focuses on the relationship of incident priorities, strategies, and tactics as they relate to implementing safe procedures for alleviating the risk at an accidental or intentional hazardous materials incident. It concentrates on integrating risk-based knowledge about hazardous materials chemistry storage, transportation, and release scenarios with information about local response plans and systems. Through risk-based decisionmaking activities, the course participants apply the knowledge and skills gained from the course.

Subjects covered include, among others: DOT 49 CFR regulations as they apply to haz mat teams, hazard interpretation, damage assessment, site characterization, use and interpretation of air monitoring instruments, assessment of tactical options, and development of operational plans. **NOTE:** This is *not* a "hands-on" program. Some evening sessions are required.

Student Selection Criteria: Emergency response personnel having hazardous materials response or training responsibility at the technician/specialist level as referenced in Title 29 of the Code of Federal Regulations (CFR) Section 1910.120 or 40 CFR 311, NFPA 471, *Recommended Practice for Responding to Hazardous Materials Incidents* and NFPA 472, *Standard for Professional Competence of Responders to Hazardous Materials Incidents*.

Prerequisites: NFA *Chemistry of Hazardous Materials*, *Chemistry for Emergency Response*, or documented equivalent training is recommended but not required.

ACE Recommendation: In the upper division baccalaureate degree category, 4 semester hours in General Science, Physical Science, Fire Science, or Applied Science.

Student Comments: *It has introduced me to more indepth understanding of 49-CFR and other publications...Better understanding of regulations from DOT... Course provided an excellent system for managing a haz mat incident. I will definitely use or adapt parts of the course for use in my jurisdiction when responding to an incident.*

Course Dates: October 4-15, 2004, January 17-28, 2005; February 28-March 11, 2005; and August 8-19, 2005.

Chemistry for Emergency Response (R233)

This new 2-week course is designed to prepare the responder to function safely at the scene of a hazardous materials incident by understanding the potential hazards. This is accomplished by gaining a recognition of chemical nomenclature and basic principles of chemistry in order to assess risks to responders and the public. The course seeks to convey to first responders or prevention officers a sound understanding of the basic chemistry of hazardous materials to permit them to correctly assess the threat posed by hazardous materials incidents that may occur accidentally or through intentional means.

Problem-solving sessions and interactive discussion cover topics such as salts and inorganic nonsalts, hydrocarbons, hydrocarbon derivatives, and hydrocarbon radicals. Application of chemistry to thermodynamics, volatility, and combustion provides real-world examples. An understanding of basic chemistry is helpful to receive maximum benefit from the course.

Student Selection Criteria: Emergency response personnel who have responsibility for analysis, management, and/or tactical response to hazardous materials incidents; fire prevention inspectors, hazardous materials inspectors, and regulators where knowledge of the chemical behavior of hazardous materials is essential.

ACE Recommendation: This course has not been reviewed by ACE.

Student Comments: *The course will help me make decisions on a haz mat scene...For the first time I'm able to understand the chemistry relationship by type...Will help to verify information received by science officer on a HM or HM-WMD operation. This verification will assist in quality action plan development for incident and personnel safety.*

Course Dates: November 8-19, 2004; March 14-25, 2005; and June 20-July 1, 2005.

Hazardous Materials Incident Management (R243)

This 6-day (Sunday through Friday) program focuses on the duties and responsibilities of the emergency response personnel who will assume the Incident Commander (IC) role in hazardous materials emergencies above the initial response. Based on the current requirements of 29 CFR 1910.120 and the applicable national standards, the program follows three phases of an incident: preplanning, incident operations, and postincident responsibilities.

Topics include negligence and liability, planning, Incident Command System/ Emergency Operations Center interface, training requirements, and emergency response plans. The student's knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

This course is offered through a variety of programs. **Please note that each program has a different course code.** They are the Resident Program (R243), the Off-Campus Hazardous Materials Grant Program (O243), and through Regional Delivery (N814). These programs are described elsewhere in this catalog.

Student Selection Criteria:

- Emergency response personnel who may be called upon to assume the duties of the Incident Commander at hazardous materials incidents as described in 29 CFR 1910.120.
- Safety officers as described in 29 CFR 1910.120. *
- Departmental training officers.

- Emergency management personnel who would interface with emergency response personnel through an Emergency Operations Center operations at a hazardous materials incident.

*While safety officers and training officers meet the acceptable criteria for this program, the program is not designed for technician-level personnel.

Prerequisites:

- Departments must certify applicants as operations-level personnel acting at the Incident Command level as per 29 CFR 1910.120. Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.
- It is suggested that applicants be familiar with NFA courses, *Initial Response to Hazardous Materials Incidents: Basic Concepts* and *Initial Response to Hazardous Materials Incidents: Concept Implementation*.

ACE Recommendation: In the upper division baccalaureate degree or graduate degree category, 3 semester hours in Public Safety, Fire Administration, or Public Administration.

Student Comments: *The course provided me with a better understanding of role and responsibilities of the haz mat IC...This course will allow me to work in better combination with other departments...*

Learned a lot about 29-CFR and 40-CFR... We are starting a haz mat team and this has shown me what and how to start managing it.

Course Dates: October 17-22, 2004; October 24-29, 2004; February 20-25, 2005; and May 29-June 3, 2005.

Arson Curriculum

Fire/Arson Investigation (R205)

(This course is physically challenging)

This course addresses the basic skills needed to conduct fire investigations. Using the Arson Burn Laboratory located on campus, successful methods are demonstrated for conducting legal

fire investigations that culminate, when appropriate, in prosecution for arson. Upon completion of the course, the students will be equipped to identify the origin and cause of a fire, conduct a technically and legally sound investigation, and pursue the case through the judicial system.

Subjects covered include behavior of fire, determining point of origin, accidental and incendiary fire cause determination, motivation of the firesetter, fire scene investigation and followup techniques, fire protection systems, vehicle fires, fatal fires, incendiary devices, legal aspects, interview techniques, evidence on, and report writing. The course is designed to meet or exceed the applicable sections of NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*. This course also provides consistent methods and approaches to investigations per NFPA 921, *Guide for Fire and Explosion Investigations*.

Student Selection Criteria: The priority criteria that will be used to screen applicants for this course follow:

- Federal, State, and local Fire, Law Enforcement, Forensic Specialists, and Prosecutors whose full-time/primary responsibilities are with fire/arson investigation.
- Federal, State, and local personnel who are slated to be assigned to arson on a full-time basis, or have fire/arson investigation responsibilities as part of other duties. These individuals must submit documentation to this effect on department letterhead, signed by Chief of Department. The letter must accompany the application at the time of submittal.

Federal, State, and local government personnel who do not have official responsibility for arson investigation on a full-time basis should consider the *Fire Cause Determination for Company Officers* (N811) and/or *Initial Fire Investigation* (N216) courses offered through the Regional Delivery Program.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Criminal Justice, or Fire and Arson Investigation.

Student Comments: *Better understanding of the legal aspects...It has provided a good basis for arson investigations I could not have gotten elsewhere...The course gave me the confidence to make origin and cause determinations...The information presented will help me prepare for interviews, suspect handling, and evidence collection.*

Course Dates: October 4-15, 2004; November 8-19, 2004; January 3-14, 2005; January 17-28, 2005; February 28-March 11, 2005; May 2-13, 2005; May 16-27, 2005; June 20-July 1, 2005; July 11-22, 2005; August 8-19, 2005; August 22-September 2, 2005; and September 19-30, 2005.

Management for Arson Prevention and Control (R207)

Management for Arson Prevention and Control focuses on innovative concepts and practical skills for managing a synergistic response to arson prevention and control. During the course, students are provided with an assortment of building block activities, videos, and lectures designed to provide a foundation for development of a comprehensive Arson Prevention and Control Plan (AP&CP). Activities provide specifics (such as statistics and skills) and revolve around a simulated community. As the overall AP&CP is built, students are required to present, discuss, and justify their portion of the plan. Following work on the overall document, students are required to use information from their own communities to author an AP&CP Executive Summary independently. By composing this personal document, students leave the class with an AP&CP outline that can be applied to their own communities. In addition to the AP&CP, methodology also includes activities in role-play, demonstration, discussion, writing, brainstorming, and case studies.

This course was designed using the applicable sections of NFPA 1033 and NFPA 921, *Guide to Fire and Explosion Investigation*.

Student Selection Criteria: Individuals presently assigned to fire service, law enforcement, prosecutorial, or other investigative personnel responsible for the management, supervision, or oversight of arson prevention and control. For senior investigators, or investigators with management, supervision, or oversight

responsibilities, or those who have taken the NFA 2-week *Fire/Arson Investigation* course or fire/arson investigation training consisting of a minimum of 80 hours (proof of certification required).

Prerequisites: Successful completion of the USFA's *Fire/Arson Investigation* course or documented successful completion of the following NFA-recognized State-level arson training courses: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, New Jersey, New York, Ohio, South Carolina, Tennessee, and Virginia.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Management, Police Administration, or Public Administration.

Student Comments: *Reinforce the concept of team building, concepts of starting a multi-agency task force. Learned to gather and understand data collection...Assist in the development and assessment for the need of an arson task force--developing a training program.*

Course Dates: December 6-17, 2004; January 31-February 11, 2005; June 20-July 1, 2005; and August 22-September 2, 2005.

Interviewing-Interrogation Techniques and Courtroom Testimony (R208)

This course will provide the necessary tools for fire/arson investigators to conduct sound legally supported interviews and interrogations with witnesses and suspects in preparation for court testimony. The course also provides essential and critical skills for investigators in courtroom testimony preparation and presentation, with the intent that the trained student can provide expert testimony.

Student Selection Criteria: Priority will be reserved for full-time personnel with fire/arson investigation responsibility and/or prosecution in Federal, State, or local government. These personnel include fire/arson investigators, law enforcement personnel, district attorney's staff, and members of arson task forces.

Prerequisites: Successful completion of the USFA's *Fire/Arson Investigation* course or documented successful completion of the following NFA-recognized State-level arson training courses: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, New Jersey, New York, Ohio, South Carolina, Tennessee, and Virginia.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Criminal Justice, Fire Management, and Police Science.

Student Comments: *Ability to "better" ask the right questions of a witness and/or suspect in a systematic method...I am better prepared to testify in the court...What I learned here I can teach to other team members on the job...I am more aware of how the courtroom works, and the difference in interview/interrogation. The course has enhanced my investigation skills 100%...It has taught me the "do's" and "don'ts" of testifying.*

Course Dates: October 18-29, 2004; December 6-17, 2004; February 28-March 11, 2005; April 18-29, 2005; July 25-August 5, 2005; and September 19-30, 2005.

Fire Prevention: Management Curriculum

Code Management: A Systems Approach (R101)

The management of code development, evaluation, and enforcement processes is the focus of this stimulating course. Students participate in an extensive simulation exercise which allows them to experience firsthand the intricacies and politics involved in the legislative process. A second exercise involves amendment of an existing code.

The goals of this course are to 1) develop an awareness of the code management function as an integrated system; and 2) enhance managerial skills in the areas of system analysis, knowledge of codes, code development and adoption, code management, and evaluation of code functions.

Student Selection Criteria:

- Individuals responsible for code administration in their communities, e.g., chief officers, fire marshals, building officials (must have a minimum of 3 years of experience in fire prevention).
- Fire officers or allied professionals with responsibility for supervision and implementation of code enforcement and inspection programs at the department or company level.

On a space-available basis:

- Newly appointed fire marshals and individuals with keen interests in managing and leading fire/building code units with less than 3 years' experience (as required above).
- Fire prevention supervisors (civilian and uniformed) and representatives of model code groups.
- Personnel who accept code inspection and enforcement responsibilities.

Prerequisites: At least 3 years of experience in either the management or the enforcement of the code function in a public agency, or completion of *Principles of Fire Protection: Structures and Systems* (R222) or the former *Fire Prevention Specialist II*.

ACE Recommendation: In the upper division baccalaureate or graduate degree category, 3 semester hours in Administrative Law, Decisionmaking, Legal Environment of Management as Business, Management, Policy Development, or Policy Formation.

Student Comments: *Will greatly improve my ability to develop an inspection-training program and manage our company officer inspection program...Prepares me for the ordinance adoption process...Helped me learn political process.*

Course Dates: February 28-March 11, 2005; and August 22-September 2, 2005.

Management of Fire Prevention Programs (R225)

This 2-week course uses proven management concepts as a basis for the efficient operation of a fire prevention organization. The course focuses on planning, promoting, and executing fire prevention functions. Topics include needs assessment, planning, legal responsibilities, management techniques, negotiation, evaluation, and case study.

The course content and delivery methods are suitable for senior representatives of fire prevention bureaus/units of all sizes and organizational complexities. *Management of Fire Prevention Programs* is structured to give fire prevention managers the requisite knowledge and skills, given a finite amount of resources, to plan effectively, promote, and execute fire prevention functions within their respective communities.

Student Selection Criteria:

- Chiefs of department or equivalent, such as the State Fire Marshal, or those who are second in command.
- Department fire marshals or commanders of fire prevention organizations who report directly to the department chief.
- Fire officers who manage their department's overall prevention function but may not meet the other criteria, or individuals who expect to be promoted to such a management position within their department. (A letter stating such must accompany the application and be endorsed by the chief of department.)
- Allied safety professionals, building officials, and senior-level private sector fire prevention managers.
- On a space-available basis: Fire officers who direct company-level code inspection and enforcement programs.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Public Administration, or Management.

Student Comments: *Gave me ideas I never would have thought of...Provided me with more knowledge to accomplish prevention goals...As a building inspector it has widened my perspective as to new construction fire inspections, and will*

help me understand and organize my department personnel, practices, and funds.

Course Dates: January 17-28, 2005; May 2-13, 2005; and July 25-August 5, 2005.

Leading Community Risk Reduction (R280)

The community risk-reduction process involves all four phases of emergency management: preparedness, mitigation, response, and recovery. Any effective community risk-reduction strategy integrates emergency response; code enforcement; legislative process to adopt codes, standards, and prevention-related ordinances; plan review and design; fire and life safety education; public information and relations; risk-reduction-related economic incentives; and other mitigation activities. The role of the chief executive officer is to lead and facilitate the community risk-reduction process.

This 2-week course is part of the Executive Fire Officer Program (EFOP) and instills in the students the personal belief that community risk reduction is an essential tool in reducing and minimizing risk from fire and other hazards in a community. Subject areas covered will include all-hazards management, coalition building, community changes, data analysis and application, legal issues, and program evaluation.

Student Selection Criteria:

- Those individuals enrolled in the EFOP.
- Chiefs of Department or equivalent, such as the State Fire Marshal, or those who are second in command.
- Senior fire officials responsible for fire prevention and/or code enforcement, public education, injury prevention, or risk reduction.
- Senior officials and allied professionals responsible for community risk preparedness and mitigation efforts.

ACE Recommendation: In the lower division baccalaureate/associate degree or the upper division category, 3 semester hours in Public Administration, Emergency Management, Urban/Regional Planning, or Fire Science.

NOTE: Only EFO students can receive graduate credit for this course by completing the research project.

Student Comments: *It opened my eyes to a side of the fire department I am unfamiliar with. It will definitely help me to support the Fire Marshal's office personnel...This course was my first to drive home the importance of risk reduction. It is vitally important that this message be delivered to as many firefighters as possible. It will help to change our culture.*

Course Dates: October 18-29, 2004; November 8-19, 2004; December 6-17, 2004; January 3-14, 2005; March 14-25, 2005; April 4-15, 2005; June 20-July 1, 2005; July 11-22, 2005; and September 19-30, 2005.

Strategic Analysis of Community Risk Reduction (R309)

Daily across the country, residents of communities large and small, rural and urban, upscale and impoverished, face numerous hazards that are integral to our technology-driven culture. The risks that our citizens face from these hazards include, but are not limited to, unwanted fires, burns, falls, motor vehicle crashes, poisonings, drownings, and weather-related injuries. Everyone, regardless of socioeconomic background, age, or ethnicity is at risk in varying degrees to these and other hazards. Recognizing their unique role as protectors of the residents, some progressive fire departments have initiated and implemented programs intended to reduce the community's risks and minimize the consequences of these risks. Recognizing that fire departments, with their long-term commitment to promoting fire and life safety, are the ideal organizations to champion programs that can address the multiple hazards of the community, the NFA instituted the course *Strategic Analysis of Community Risk Reduction* (SACRR) in the last half of the 1990's.

SACRR begins with an historical perspective of fire prevention and then leads the student into the concepts of community risk reduction. The risks faced by a community are catalogued and analyzed using a model of injury prevention, and preliminary strategies using education, enforcement, and engineering solutions for reducing these risks are presented to the students and discussed. The students are exposed to methods for building community coalitions and influencing public policy in response to the changing mission of the fire service.

NOTE: Precourse reading assignments are required. There will be evening sessions.

Student Selection Criteria: This course is designed for chiefs of departments, heads of major bureaus (e.g., prevention, suppression, training, administration, etc.), State Fire Marshals, and State Directors of Fire Service Training agencies. A limited secondary audience includes senior officials of related groups involved in community safety, including organizational leaders in health care, law enforcement, and injury prevention advocacy bodies. Another target group includes those who are currently working with or who desire to assist local fire, rescue, and emergency medical services departments in establishing or significantly upgrading community risk reduction/injury prevention efforts.

In addition, on a space-available basis, fire officers and other personnel engaged in community risk reduction will be considered.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Community Development, Public Administration, Urban Planning, Emergency Management, Occupational Health and Safety, or Fire Science.

Student Comments: *Fresh ideas for propelling me into "Pub Ed"... Certainly expanded my thinking as to my job in the fire service with regards to prevention verses mitigation... Will allow me to better plan for future programs.*

Course Dates: December 6-17, 2004; January 31-February 11, 2005; May 16-27, 2005; and August 8-19, 2005.

Fire Prevention: Technical Curriculum

Plans Review for Inspectors (R102)

(This course is physically challenging)

This 2-week course will assist the student in verifying that construction documents comply with applicable building codes and fire protection requirements.

Subjects addressed in the course include review of site plans for emergency apparatus access, water supply, and hydrants for fire protection, review of architectural drawings for construction requirements, means of egress for life safety, and fire-resistive compartmentalization, evaluation of Heating, Ventilation, and Air Conditioning (HVAC) and smoke control/exhaust systems, evaluation of exit illumination and emergency power supplies, and review and evaluation of fire protection systems focusing on alarm/detection and automatic sprinkler systems.

Student Selection Criteria:

- Individuals who are, or expect to be, responsible for verifying code compliance of construction documents from a fire protection standpoint.
- Individuals recently appointed to manage or administer a plans review function.

NOTE: *Local jurisdictions are encouraged to submit applications of both their fire and building officials to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved and signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.*

Prerequisites:

- Working knowledge of local building, mechanical, and fire codes.
- Ability to read blueprints and specifications.
- Ability to use architect and engineer scales.
- Fire official--completion of *Fire Inspection Principles* and *Principles of Fire Protection: Structures and Systems* (formerly *Fire Prevention Specialist II*) or their equivalent.
- Building official--certified construction official.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Technology, Fire Engineering; Fire Administration, Human Environmental Science, Architecture, Building, or Interior Design.

Student Comments: *Will help to better coordinate building and fire plan review...It has clarified a lot of code issues I was learning on my own, through on-the-job training...It has provided me with the ability to understand the plan review process and to interact with architects and engineers.*

Course Dates: October 18-29, 2004; January 3-14, 2005; February 28-March 11, 2005; April 4-15, 2005; June 20-July 1, 2005; and August 8-19, 2005.

Evaluating Performance-Based Designs (R108)

This 6-day course is designed to provide the student with the fundamental knowledge, skills, and abilities to assess performance-based fire safe building designs employing sophisticated engineering and computer modeling techniques. Students will be introduced to concepts and technologies that shift building design from traditional prescriptive-based building and fire regulations to strategies where engineers, architects, and designers employ a variety of options to meet specific performance goals.

Topics addressed in this course include understanding the principal differences between the prescriptive-based and performance-based design options; why a building owner may wish to use the performance-based design option; essential elements of the performance-based design, including the influence of fire behavior and the role of documentation, definition of project scope and fire safety goals, and setting objectives; an introduction to the capabilities, limitations, and assumptions of the engineering methods and fire modeling used in performance-based design; an introduction to the potential for change during the expected life cycle of the facility, and how changes should be addressed. This course does not teach students how to perform fire modeling.

Student Selection Criteria: Anyone responsible for the review and/or approval of building and fire/life safety design in the regulatory process. This includes building officials, fire marshals, insurance representatives, designers/architects, and owners.

NOTE: Local jurisdictions are encouraged to submit applications of both their fire and building officials to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved and signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.

Prerequisites:

- Working knowledge and understanding of prescriptive codes; and fundamental understanding of fire behavior.
- Students in the fire service should not have less than 3 years' experience in either a code enforcement or fire safety inspection function, or completion of the Academy's *Plans Review for Inspectors* (R102) and 18 months of code enforcement or fire safety inspection function or equivalent.
- Allied professionals should possess an engineering, architecture or building design, or risk management undergraduate degree from an accredited college or university.

ACE Recommendation: In the lower division baccalaureate/associate degree or the upper division category, 3 semester hours in Fire Science, Fire Protection Engineering, or Public Administration.

Student Comments: *Very good understanding of the performance based code process--I am no longer afraid of these submittals--this is a huge success...It will dramatically affect how I review future plans and study alternate means of protection...As a plan examiner it has improved my skills. Currently under new State statutes existing buildings must have sprinklers. I see course helping me to meet new criteria... Provides for a better understanding of performance-based designs versus prescriptive designs.*

Course Dates: February 20-25, 2005; and May 29-June 3, 2005.

Fire Inspection Principles (R220)

This course is designed to provide the student with the fundamental knowledge, skills, and attitudes to conduct both basic and intermediate-level fire safety inspections. Students will be

introduced to various codes and standards in order to develop a working knowledge of their application in the inspection process. Each student should be familiar with the codes and standards in effect in his/her jurisdiction.

Topics addressed in this course include the fire inspector's responsibilities and role in code enforcement, the relationship of fire and codes, general fire prevention practices, inspection competencies, life safety considerations and enforcement, fire safety principles and requirements related to hazardous materials, special hazards of electrical, heating, and cooking equipment and systems, and fire protection systems and equipment.

Student Selection Criteria:

- Individuals whose primary duties are those of a full-time code enforcement inspector with less than 18 months of experience.
- Individuals who have the responsibility to train personnel involved in full-time code enforcement activities.
- Suppression company officers responsible for in-service fire code enforcement activities.

ACE Recommendation: In the lower division baccalaureate/associate degree category or the vocational certificate category, 3 semester hours in Fire Science, Industrial Safety, or Insurance.

NOTE: *Special consideration will be given to individuals and departments starting new fire prevention bureaus or preparing an individual as an instructor for a code enforcement training program within their department.*

Student Comments: *Enhanced my knowledge of NFPA and UL standards needed for effective enforcement...The course has provided me with extra tools and knowledge that I can pass on to my fellow inspectors and fire marshal that is not provided on a local level...I understand the components of a riser and a Fire Alarm Control Panel. It was very helpful to have everything explained indepth.*

Course Dates: October 4-15, 2004; December 6-17, 2004; January 31-February 11, 2005; May 2-13, 2005; May 16-27, 2005; July 25-August 5, 2005; and September 19-30, 2005.

Principles of Fire Protection: Structures and Systems (R222)

(This course is physically challenging)

This course is designed to meet the professional development needs of the advanced fire prevention or code enforcement official. The course provides the advanced knowledge, skills, and attitudes to conduct detailed fire safety inspections, to analyze the level of fire and life safety in buildings, and to understand operating principles, application, acceptance and testing, and inspection of fire protection systems and equipment. Activities in this course are designed to allow completion by students using the codes being enforced in their jurisdiction. This course assumes that students are familiar with the codes and standards in effect in their jurisdictions that relate to fire prevention, building construction, and building mechanical systems.

Topics addressed in this course include understanding the legal environment, plans review, identifying and using resources, dealing with the public, industry, and other agencies, conducting inspections, and the testing, inspection, and maintenance of fire protection systems and equipment. The course combines classroom instruction and a "hands-on" learning approach in the Academy's Fire Protection Systems Laboratories.

NOTE: Students attending this course will be required to complete a precourse assignment that involves reviewing and completing specific parts of a self-study interactive computer CD-ROM that will be mailed to students who are accepted into the course. Students shall be prepared to complete an examination on the first day of class related to the materials covered in the CD-ROM self-study course.

Student Selection Criteria:

- Individuals with primary responsibilities as code enforcement officials or as a fire and life safety inspectors with at least 18 months of full-time enforcement or fire safety inspection experience.
- Individuals presently assigned to a management position in either a code enforcement or fire safety inspection function.
- Individuals in a suppression company who are presently assigned to a lead or supervisory role for fire inspection operations with at least 2 years of experience.
- Individuals preparing for added responsibilities within a code enforcement or fire safety inspection function or organization.

Prerequisites: Three or more years of experience in either a code enforcement or fire safety inspection function; or completion of the Academy's *Fire Inspection Principles* course and 18 months of experience in a code enforcement or fire safety inspection function or equivalent.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Insurance, Investigation, or Inspection.

NOTE: *Fire Inspection Principles* (R220) and *Principles of Fire Protection: Structures and Systems* (R222) can be taken consecutively only if a person has at least 18 months of code enforcement or fire safety inspection field experience. Otherwise, at least 1 year of field experience is required after taking *Fire Inspection Principles* before admission to *Principles of Fire Protection: Structures and Systems*.

Student Comments: *The course has provided me with extra tools and knowledge that I can pass on to my fellow inspectors and fire marshal that is not provided on a local level...It has increased my knowledge of systems ten fold!!...Better able to communicate with trade professionals...The information obtained will make my inspections much more meaningful and fire protection in my community will increase, due to my inspections.*

Course Dates: November 8-19, 2004; January 17-28, 2005; March 14-25, 2005; April 18-29, 2005; July 11-22, 2005; and August 22-September 2, 2005.

Fire Prevention: Public Education Curriculum

Presenting Effective Public Education Programs (R116)

Presenting Effective Public Education Programs provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community. The course is now **6 full days** and is designed for public educators who have less than 2 years of public education work, and whose primary responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs, but are using or modifying existing educational programs.

A complete view of new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to support their program efforts effectively. Participants are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Part-time public educators and volunteers who might not be able to attend a 2-week course are encouraged to apply.

Student Selection Criteria:

- Students must have current responsibility for delivering community safety education programs in their community.
- Students will be admitted without previous public education experience, or up to a maximum of 2 years of public education experience. Those students who are currently delivering public education programs and have more than 2 years of experience will be admitted on a space-available basis.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Fire Administration, Fire Technology, Fire Science, or Educational Methods.

Student Comments: *I learned a lot that will help in selecting the area of training that needs*

to be focused on in our community...Specific hands-on ideas--very helpful...My expectation was to bring home with me "how-to's," specifically how to pass the information content of this course on to other firefighters involved with public education. The course met my expectations.

Course Dates: February 20-25, 2005; and May 29-June 3, 2005.

Discovering the Road to High Risk Audiences (R119)

This 2-week course was designed and developed in partnership between the United States Fire Administration (USFA) and the National Fire Protection Association's Center for High-Risk Outreach. The course takes an in-depth focus on each of the major community audiences that are most at-risk from fire according to the USFA's National Fire Data Center. Topics include the impact of social and economic diversity on the fire problem; fire and life safety for people challenged with disabilities; the aging process and fire risk; and the effect of fire on very young children.

The class is taught from a community-based "down-home" perspective. Each high-risk audience is analyzed for what makes the audience vulnerable, solutions are discussed for reaching each group, and program planning needs address several issues at local levels. Some of the most powerful and emotional messages are delivered through videos and interactive class learning activities. Both inner-city and rural audiences and settings are woven through the course.

The course uses a variety of evaluation methods, including small group learning, as well as exercises and case studies at the end of each section. There is a precourse assignment and evening class assignments.

Student Selection Criteria: Personnel who have responsibility for public fire and life safety education in their departments, and who have at least 1 year of safety education experience.

Prerequisites: One prerequisite course in safety education sponsored by the NFA, State, or local fire organizations. NFA's *Community Education Leadership, Developing Fire and Life Safety*

Strategies, and Presenting Effective Public Education Programs are excellent courses. The prerequisite course must be noted on the application form in Block #10.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Service, Emergency Medical Services, Emergency Management, or Planning and Management.

Student Comments: *It has given me a desire to implement or help implement programs for older adults...It will help me to work with people in my community...The best part was discussing specific needs of disabled people. This opened my eyes to providing a better service to them.*

Course Dates: April 18-29, 2005.

Community Education Leadership (R343)

This 2-week on-campus course consists of the following four 2-day courses:

- Course 1: *Methods of Enhancing Safety Education* (MESE)
- Course 2: *Successful Community Education Planning* (SCEP)
- Course 3: *Maximizing Resources and Markets in Community Education* (MRMCE)
- Course 4: *Community Risk Issues and Prevention Interventions* (CRIPI)

Please note that courses 1, 2, and 3 above are offered in the *Community Education Leadership* (CEL) Volunteer Incentive Program (VIP). Courses 1 and 4 are offered through NFA's Direct Delivery and State Weekend Programs. Students who have taken the CEL (VIP) 6-day version of this class will not be admitted into this 2-week class. CEL is designed to provide the essential tools and skills to enhance students' organization's public education function. The course is designed for students who have coordination or total program responsibility for public education in their organization.

The content for CEL is broad, and the course activities are applicable for small, medium, or large organizations. Content is ideal for students from smaller organizations who wish to enhance their public education and prevention efforts, and

for those in larger organizations who are seeking to learn and apply some new methods. Many volunteers who serve on local or State prevention or public education committees have found this course to be extremely useful.

Student Selection Criteria: Students must be coordinators of their organization's public/community education function. Personnel in small departments and State or local fire organization personnel who serve on prevention committees are ideal candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Adult Education, Public Health, Public Administration, General Education, Safety Studies, or Urban/Regional Planning.

Student Comments: *Provided many ideas for creating vision, scope, design, and implementation of public education curricula programs...It will enhance the overall knowledge in developing community-based programs...Certainly increased my awareness of other educational programs and funding options.*

Course Dates: June 20-July 1, 2005.

Developing Fire and Life Safety Strategies (R352)

Developing Fire and Life Safety Strategies emphasizes the development process and analytical skills necessary to critique and select appropriate educational materials. Examining the latest strategies for developing and promoting fire and life safety education programs in local communities is the focus of this course. In order to accomplish this, students will be provided with a simulated community. For each critical skill, the simulated community will be used to demonstrate what components are necessary and how to apply these to develop an appropriate fire or life safety education program. Students will be expected to bring information from their own communities to work with in class. Following work with the simulated community, students are expected to apply educational principles to their own communities.

By completing individual activities using their own community data throughout the course, students will have a program plan designed to

target high-risk groups in their own community. The program plan will include identified problems, target groups, programmatic solutions, and evaluation techniques. Each step will require written individual output, which will provide information useful in evaluating performance.

In addition to individual activities, the methodology will include 1) extensive role-play activities emphasizing the need for community involvement, 2) lectures and discussions, 3) small and large group work designed to enable students to share experiences and develop contacts, 4) analysis of scenarios or case studies, and 5) analysis of actual public education programs (products).

Student Selection Criteria: Personnel with at least 2 years of experience in fire/life safety education, burn prevention education, or community safety.

Prerequisites: Completion of one public education or instructional methods course, such as *Presenting Effective Public Education Programs*, *Discovering the Road to High Risk Audiences*, or *Community Education Leadership*, a local or State course such as *Instructor I* or *Public Education I*, or another similar course. This prerequisite course must be reflected on the student's application form.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Education, Fire Science, Public Health, or Safety Studies.

Student Comments: *Helped with executive summary that will be needed for grant writing...Help in presenting ideas to chief officers...It will help to formulate program planning and requests for new programs...It will help me break down the census tracts so I can focus on the problem itself.*

Course Dates: March 14-25, 2005.

Training Programs Curriculum

Fire Service Course Design (R114)

Fire Service Course Design teaches fire/rescue personnel and allied professionals how to design courses to be used by other instructors. Students identify a training need within their organization as a precourse assignment. During the class, they apply course principles to create the design of the training program that meets the identified training need (from the precourse assignment) for their jurisdiction or organization.

In designing their own training program, students conduct a needs assessment, develop a task analysis, establish goals and objectives, design an evaluation plan, determine instructional methods and activities to be used, and plan for media and instructional materials. To complete this course successfully, the final design of the student's training package must be submitted for evaluation within 6 months following attendance at the Academy. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" in the beginning of this catalog for an explanation of the consequences.

The course also exposes students to state-of-the-art technologies, including tours of on-campus NFA labs.

Student Selection Criteria: Personnel with course design and development responsibilities.

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I State certification programs, NFA's former *Fire Service Instructional Methodology*, a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the application form in Block #10.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Education, Public Safety Programs, or Fire Science.

Student Comments: *This gave me the pieces of the puzzle that I needed to be a thorough, efficient designer and instructor...The nine-step process will actually speed the process of course development by showing me a way to organize the design process...It will help me take training needs and turn them into effective training courses.*

Course Dates: October 4-15, 2004; January 17-28, 2005; July 11-22, 2005; and July 25-August 5, 2005.

Training Program Management (R342)

NOTE: Students who have successfully completed NFA's *Challenges for Local Training Officers* will not be admitted into *Training Program Management*.

Training Program Management is designed to provide training officers with the essential tools and skills to lead and manage a training function in a local fire/EMS organization. It is not designed to enhance development or presentation skills, nor is it related to the public education function. The target audience consists of those persons who have management and supervisory responsibility for the organization's training function. The training function typically includes responsibilities for obtaining and managing personnel, fiscal and facility management, program planning, and delivery. These persons coordinate a training schedule and manage training records. They also are responsible for recruiting and evaluating instructors and evaluating training impact.

Course content focuses on the job responsibilities as listed above. In addition, training liability and new methods to reach students are featured. Students explore numerous training methodologies and programs designed for managing a training function. Course requirements include successful completion of home community exercises, successful completion of three course examinations, research, and a course project.

Student Selection Criteria: Students must have current or future responsibility for their organization's training function.

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I State certification programs, NFA's former *Fire Service Instructional Methodology* or current *Fire Service Course Design*, a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the application form in Block #10.

ACE Recommendation: In the lower division baccalaureate/associate degree or the upper division baccalaureate degree category, 3 semester hours in Education, Public Administration, Fire Service Management, Human Resource Management, Vocational/Technical Education, or Education Administration.

Student Comments: *It has helped me to identify the all-encompassing areas of responsibility that a TPM has...I know I'll use the text as a reference to implement program changes back home...Stimulated fresh and new ideas...It will help me organize proposals and back them up with research to support my ideas...Made me think ahead to reevaluate our current method of training as a whole.*

Course Dates: October 18-29, 2004; December 6-17, 2004; May 2-13, 2005; and August 22-September 2, 2005.



Volunteer Incentive Program

BACKGROUND

The Volunteer Incentive Program (VIP) is an intensive 6-day educational opportunity designed specifically for volunteer and combination department emergency services personnel.

Since 1980, the National Fire Academy (NFA) has offered 2-week courses year round on its Emmitsburg, Maryland, campus; these courses are considered the best available anywhere. The problem was that most volunteers couldn't take 2 weeks off to attend these courses.

With VIP, that has all changed!

The NFA has compressed course work into 6 days, or has devised new courses and tailored them to the special needs of volunteers, still maintaining content, quality, and integrity. VIP courses, offered during a "VIP Week" four times per fiscal year, also have recommended college accreditation through the American Council on Education (ACE).

Students have the opportunity to meet and exchange ideas and information with colleagues from across the country in an informal setting outside the classroom. This program, along with the other resources of the NFA, ensures a successful learning experience while keeping the time commitment to a minimum.

VIP PROGRAM ELIGIBILITY

Emergency services personnel in volunteer departments (including part-time paid on-call) and predominately volunteer combination departments, who meet the established student selection criteria for the course for which they are interested, are eligible to apply to the VIP.

For the purposes of VIP eligibility, the following definitions will be used:

Volunteer Department: All personnel in the department are rostered as volunteers (including

those who are paid on-call per call compensated).

Combination Department: The majority of active duty personnel in the department are volunteer members; they are supplemented by career staff. Volunteers or career staff representing the predominately volunteer department may apply to the VIP. (Career personnel from combination departments **must submit a letter from the Chief or Administrator/Supervisor** identifying how the training requested will help the volunteers with whom they work.)

Career Department: All personnel within the department are paid career staff. The VIP is not applicable to career department personnel, regardless of department size.

NOTE: *Special consideration will be given to qualified volunteer chief officers who are accompanied by elected officials, i.e., city managers, elected board members, town/borough council members, village selectmen, township supervisors, or other allied professionals who are not fire service members. The elected official also must submit an application for the same course/same class session as the volunteer chief officer.*

COSTS

Each student receives a stipend to cover the cost of round-trip coach airfare or actual mileage not to exceed airfare from point of departure; whichever is less. Lodging, student materials, books, and ground transportation from/to airports in Washington, D.C., are provided by the National Fire Academy. Details will be in your welcome package. Students staying on campus must purchase a meal ticket. The cost is \$20 per day at our cafeteria (cost subject to change). You also may want to bring extra money for a class shirt, class picture, or other incidentals.

START-END

The Volunteer Incentive Program begins on Sunday morning with a student orientation at 8 a.m. Classes begin at 9 a.m. following orientation and continue through the following Friday at 4:00 p.m. Accepted students must travel to the NFA on the day before class begins (Saturday); the travel day for departure is the following Saturday. **Transportation arrangements should not be made until you receive an acceptance packet from the National Emergency Training Center Office of Admissions. Complete information will be provided in your acceptance package.**

VIP APPLICATION PROCESS:

Complete FEMA Form 75-5 (April 2001 or later version). FEMA Form 75-5 is available in the back of this catalog or may be downloaded from our Web site at www.usfa.fema.gov/fire-service/nfa/nfa.shtm

SPECIAL NOTE: Please pay special attention to Block 16 of FEMA Form 75-5. Review the selection criteria for the course for which you are applying. Block 16 should reflect your current duties and responsibilities as they apply to the course selection criteria.

VIP applications require the signature of the local chief, but no longer require the signature of the State Fire Training Director. All completed applications should be mailed or faxed to:

NETC Office of Admissions
Bldg. I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727
FAX: 301-447-1441

If you have questions about the application process, please contact the NETC Admissions Office at 301-447-1035.

Applications are accepted only during the open enrollment period as follows:

First semester--Includes classes scheduled from October 1, 2004, to March 31, 2005. Applications for this semester must be postmarked between May 1 and June 30, 2004.

Second Semester--Includes classes scheduled from April 1, 2005, to September 30, 2005. Applications for this semester must be postmarked between November 1 and December 31, 2004.

NOTE: You must reapply for second semester courses if not accepted for the first semester. No applications will be carried over. You may apply for more than one course, but you should submit a separate application for each course.

Fire Service Planning Concepts for the Twenty-First Century (R802)

Fire Service Planning Concepts for the Twenty-First Century is offered in both a field and resident delivery. Community fire defense master planning that targets fire protection needs in terms of fire service readiness issues and homeland security strategic goals and objectives provide a focus for this course. As the fire service's planning function becomes more critical, and comprehensive community planning issues emerge, the knowledge and skills developed in this course will become critical success factors for the fire service leader. Fire officers attending this course have a unique opportunity to have a local official or community planner attend the training with them. To exercise this option both applications must be attached to a cover letter when the original applications are sent to NFA's Admissions Office.

Student Selection Criteria: Fire chiefs, administrators, and local officials responsible for planning fire protection and readiness for the community.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Administration, Fire Science, Fire Technology, Management, or Public Administration.

Student Comments: *This material is such that it will be used in my workplace routinely... Will help with long range planning that needs to happen...This course will help me with presentations at my city council.*

Course Dates: November 28-December 3, 2004; and Jun 12-17, 2005.

Leadership and Administration (R810)

This intensive 6-day course provides the appropriate skills for the volunteer emergency services officer to view administrative effectiveness through adaptive leadership skills and efficient management practices. Course units include leadership--setting the stage, planning, forging partnerships, human resource management, recruitment, retention, needs assessment and assets, risk assessment, leading change, and "putting it all together."

There are two precourse reading activities, including a reading assignment.

Student Selection Criteria: Emergency services chiefs and senior officers and/or presidents and administrative officers assigned to recruitment and retention efforts within Volunteer (staffed) Emergency Services Organizations.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Fire Science, Public Administration, or Management.

Student Comments: *The curriculum helped me to clarify and qualify better leadership skills. It also provides very useful tools for problem solving as well as conflict resolution...Gave me new goals to achieve...Better understanding of upper management and future project involvement...It will help me be a better leader through effective coaching and networking.*

Course Dates: November 28-December 3, 2004; February 13-18, 2005; June 12-17, 2005; and September 11-16, 2005.

Fire Cause Determination for Company Officers (R811)

This 6-day course addresses the basic skills needed to conduct initial fire cause determinations. Upon successful completion of this course, students will be better prepared to make observations and gather information that will assist in identifying area(s) of origin, and assess the need for additional assistance and probable cause of a fire. Subjects include, but are not limited to, behavior of fire, determining

area of origin, accidental and incendiary fire cause determination, fire scene examinations, motives of the firesetter, vehicle fires, legal aspects (court testimony), and handling/preservation of evidence.

Student Selection Criteria: Company officers, command/chief officers whose departments do not have a formalized fire investigation unit or responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 2 semester hours in Fire Science or Arson Investigation.

Student Comments: *To know if it was accidental or arson...I have a better understanding of fire origin and cause...Information given will help with reports and records...It will help to give accurate information to our State Fire Marshal.*

Course Dates: November 28-December 3, 2004; February 13-18, 2005; June 12-17, 2005; and September 11-16, 2005.

In addition to the 4 VIP weeks, this course also will be offered February 20-25, 2005.

Challenges for Local Training Officers (R815)

Challenges for Local Training Officers is a 6-day course designed to provide students with the essential tools and skills to coordinate training in a small local fire/EMS organization. The target audience consists of those persons who have responsibility for the training in their organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a nearby larger city or State training function. Course content deals with a variety of training challenges facing the local training officer, including dealing with personnel, program planning, delivery, training liability, etc. The course requirements including class activities, homework, two examinations, and a small individual project.

NOTE: This course is not designed to enhance course development or presentation skills. Students who have taken the 2-week on-campus course, *Training Program*

Management, will not be admitted to this class.

Student Selection Criteria: Students must have current or future responsibility for their organization's training function.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Education, Public Administration, Fire Science, Emergency Medical Services, Management, or Human Resource Management.

Student Comments: *It will help me change my training program...It has provided insight on how to correct problems that exist in my department's training...I have a clearer idea on how I can motivate and move up the standards of the other people in my department.*

Course Dates: February 13-18, 2005; and September 11-16, 2005.

Community Education Leadership (R816)

This 6-day course consists of the following three 2-day courses:

- Course 1: *Methods of Enhancing Safety Education (MESE)*
- Course 2: *Successful Community Education Planning (SCEP)*
- Course 3: *Maximizing Resources and Markets in Community Education (MRMCE)*

Community Education Leadership (VIP course) is designed to provide students from small organizations the essential tools and skills to enhance their organization's public education function. This course is designed for students who coordinate community education in their organization and do this on a volunteer basis.

The content is broad, and the course activities are applicable for small, medium, or large organizations. Content is ideal for students from smaller organizations who wish to enhance their public education and prevention efforts. Many volunteers who serve on local or State prevention or public education committees have found this course to be extremely useful.

NOTE: Students who have taken the 2-week *Community Education Leadership* course will not be allowed to enroll in the *Community Education Leadership* VIP course. Students who have taken one or more of the 2-day *Community Education Leadership* courses in another delivery system will be placed on a lower admission priority.

Student Selection Criteria: Coordinators of public education function. Personnel in small departments, State or local fire organization personnel who serve on prevention committees, and volunteers who do public education work are ideal candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Adult Education, Public Health, Public Administration, General Education, Safety Studies, or Urban/Regional Planning.

Student Comments: *I will be able to become a part of the process as far as formulating strategies, budgets, and grants... Will help to inspire department and develop groups/coalitions to improve/implement community education programs...I will be able to get funding and help others.*

Course Dates: November 28-December 3, 2004; and June 12-17, 2005.

Advanced Safety Operations and Management (R822)

This 6-day course focuses on applying the risk management model to health and safety aspects of emergency services operations, including program management, day-to-day operations, and incident safety. Content areas include firefighter and emergency services fatality and injury problem; the risk management process; safety responsibilities of department members; regulations, standards, and policies affecting emergency services safety; and appropriate documentation and recordkeeping pertaining to firefighter and emergency services health and safety.

Student Selection Criteria: Company-level officers, chief officers, and civilian managers who have department-level health and safety responsibilities (such as program planning and implementation), who may serve as an Incident

Safety Officer, or who simply have an interest in firefighter and emergency services safety and health issues.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Occupational Health and Safety, or Emergency Management Services.

Student Comments: *It will help me be a better ISO...As assistant chief I am also a safety officer. I learned the importance of physical fitness, PAR, and different safety aspects...Safety will improve because of what I learned...I can make my department aware of standards and regulations that we should be adopting and SOP's we should be following.*

Course Dates: November 28-December 3, 2004; February 13-18, 2005; June 12-17, 2005; and September 11-16, 2005.

Leading Community Fire Prevention (R823)

This 6-day course, ideally suited to small-town America, seeks to build a prevention base for emergency responders in communities with populations of 25,000 people or fewer. The course is designed to enable the student to identify and apply prevention strategies in his or her own community. Subjects covered include lessons from the past, risk identification, prevention tools and techniques, influencing community prevention activities, prevention plan marketing, and impact evaluation. Class activities allow the students to apply what they are learning. Students who successfully complete this course will be better prepared to begin development and implementation of their own community's prevention plan.

Student Selection Criteria: Emergency services personnel currently or previously serving in operations (suppression, EMS, etc.), as well as those who seek to learn about more effective ways of combating the fire problem, are welcomed. Personnel with little or no prevention background will benefit significantly.

ACE Recommendation: In the lower division baccalaureate/associate or the upper division baccalaureate/associate degree category, 3 semester hours in Fire Science, Emergency

Management, Public Administration, or Fire Protection Engineering.

Student Comments: *Help to focus on implementation of solutions and gain involvement of others...It will help me get other members of the fire service into prevention...It will help me market the needs of our community...This course has changed my point of view from suppression weighted, to now prevention heavy. If you prevent them you don't have to suppress them.*

Course Dates: November 28-December 3, 2004; and June 12-17, 2005.

Management Strategies for Success (R824)

Management Strategies for Success is a 6-day course that provides the company officer with basic management skills and tools to perform effectively in the emergency services environment. This course is based on three existing 2-day courses:

- *Leadership I: Strategies for Company Success*
- *Leadership II: Strategies for Personal Success*
- *Leadership III: Strategies for Supervisory Success*

This course provides current and upcoming officers with entry-level skills and approaches for:

- identifying and assessing the needs of an officer's subordinates;
- company problem-solving approaches and techniques;
- effectively running company meetings; and
- sound decisionmaking.

Student Selection Criteria: This course is open to current company officers, as well as emergency services personnel who will attain an officer position in the near future. Fire and rescue training officers, staff, or administrative officers also may apply.

ACE Recommendations: This course has not yet been reviewed by ACE.

Student Comments: *Provided good management techniques for immediate use...Definitely helped build a good base to work*

for leadership. Helped a bunch, because I am a fairly new officer...Better problem solving skills.

Course Dates: February 13-18, 2005; and September 11-16, 2005.

Command and Control of Fire Department Operations at Target Hazards (R825)

This 6-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations. The students are taught advanced applications in the Incident Command System (ICS), command and control, decisionmaking, strategic and tactical considerations, preincident preparation, documentation, and postincident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are penal institutions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural manufacturing plants, and grain elevators. The course is comprehensive and uses lecture, case study, simulation, and student participation as instructional methods.

Student Selection Criteria: Chief officers or other officers who would have the responsibility to command incidents involving target hazards. Also, officers who eventually may have this responsibility and are upwardly mobile in their organization may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates.

Prerequisite: Demonstrated experience in the ICS and completion of a previous command course.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Administration, Fire Technology, or Public Administration.

Course Dates: February 13-18, 2005.

Presenting Effective Public Education Programs (R826)

Presenting Effective Public Education Programs provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community. This new VIP course is 6 full days and is designed for public educators who have less than 2 years of public education work, and whose primary responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs, but are using or modifying existing educational programs.

A complete view of new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to support their program efforts effectively. Participants are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Student Selection Criteria: Students must have current responsibility for delivering community safety education programs in their community.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Fire Administration, Fire Technology, Fire Science, or Educational Methods.

Student Comments: *Very informative, caused and gave the time for needed networking...Put me in a new mode of thinking about public education...Will give me the tools needed to continue the Pub Ed program in my department...Opened my eyes to effective program evaluation.*

Course Dates: February 13-18, 2005; and September 11-16, 2005.

Command and Control of Incident Operations (R831)

In this 6-day course, volunteer fire officers are introduced to the Incident Command System (ICS) and they study proper fire command techniques for control and extinguishment of fires ranging from small, residential structures to multi-occupancy, commercial complexes.

Topics covered include problem-solving and fire command, interagency and mutual aid, the ICS, incident management, sizeup and strategy, tactics and action plans, truck company operations, engine company operations, building construction and fire behavior, preincident preparation, incident organization, and strategic command. Special emphasis is placed on firefighter safety.

Student Selection Criteria: Chief officers or company officers who have command responsibilities at emergency incidents. Additionally, officers who are upwardly mobile in their organizations may be considered. A letter from the fire chief on department letterhead will be required for these applicants.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Emergency Medical Services.

Student Comments: *More effective management of incidents...Improved decisionmaking skills...Increase safety on scene...Coming from a small rural department, it will help us setup a "new" Command System...This course will help me train my department and lead to a better understanding of ICS.*

Course Dates: November 28-December 3, 2004; February 13-18, 2005; June 12-17, 2005; and September 11-16, 2005.

In addition to the 4 VIP weeks, this course will be offered May 1-6, 2005.

For more information on VIP, contact the NFA VIP Program Manager at 1-800-238-3358, ext. 1402 or 301-447-1402. VIP information is also on the USFA Web site at: www.usfa.fema.gov/dhtml/fire-service/nfa-on3.cfm



Off-Campus Hazardous Materials Course Delivery Program

The NFA offers support for off-campus deliveries of *Hazardous Materials Operating Site Practices* (O229), *Chemistry for Emergency Response* (O233), and *Hazardous Materials Incident Management* (O243) through State and local fire training systems. For full delivery support, these courses must be administered using either Superfund Amendments and Reauthorization Act (SARA) Title III or Hazardous Materials Emergency Planning (HMEP), formerly HMTA and HMTUSA, funds. Other funding may be used; however, certain restrictions may apply.

NFA provides:

- Student Manuals for each course (full support if SARA Title III or HMEP funding is used, one master copy if other funding is used);
- audiovisual support materials (videotapes and/or slides);
- paperwork support materials, including rosters, tests, and answer keys; and
- NFA certification for successfully completed courses.

The sponsoring agency is responsible for all other costs associated with the delivery:

- contracting two instructors from NFA's qualified list;
- obtaining the necessary copyrighted books and tapes, if required;
- site administration and support, before, during, and after delivery; and
- all return shipping costs.

In addition to these items, there are other requirements for each course.

Course descriptions for *Chemistry for Emergency Response*, *Hazardous Materials Operating Site Practices*, and *Hazardous Materials Incident Management* can be found in the Hazardous Materials Curriculum section of this catalog on page 38.

For further information on this delivery program, please contact the Program Coordinator at: 1-800-238-3358, ext. 1411, or 301-447-1411.

For information on the SARA Title III or HMEP funding in your State, please contact your State Fire Training Director or State Emergency Response Commission.

Regional Delivery Program

The Regional Delivery Program was developed because of limited space at the Emmitsburg, Md., campus. The Regional Delivery Program provides fire service and allied professionals the opportunity to attend NFA resident courses within their geographical region.

Regional Delivery courses mirror 1- and 2-week courses normally taught at NFA's resident facility. Although minor modifications sometimes are required, basic course content and materials are the same as on-campus courses. The NFA provides two instructors per course, paralleling on-campus delivery, plus all training materials.

The NFA's Training Resources and Data Exchange (TRADE) network is the mechanism through which the Regional Delivery Program is coordinated and implemented. TRADE members consist of State- and local-level training and education administrators who are in an excellent position to determine the training needs of fire service personnel in their regions and throughout the United States.

TRADE sponsors the course deliveries, and local hosts select and coordinate training facilities, arrange for support, provide instructional equipment, secure student housing and meals, and provide onsite administrative support. Students are responsible for costs associated with individual travel, lodging, and meals. However, **NFA provides a partial stipend to eligible students to help offset travel and/or lodging expenses.**

The following courses are currently available through Regional Delivery. Course descriptions can be found as indicated by the page number listed.

- *Advanced Life Support Response to Hazardous Materials Incidents* (N247). See page 32.
- *Advanced Safety Operations and Management* (N822). See page 56.

- *Challenges for Local Training Officers* (N815). See page 55.
- *Chemistry for Emergency Response* (N233). See page 38.
- *Command and Control of Fire Department Operations at Target Hazards* (N825). See page 35.
- *Command and Control of Incident Operations* (N831). See page 58.
- *Command and General Staff Functions in the Incident Command System* (N821). See page 35.
- *Emergency Medical Services: Management of Community Health Risks* (N149). See page 30.
- *Emergency Medical Services: Special Operations* (N152). See page 32.
- *Evaluating Performance-Based Designs* (N108). See page 45.
- *Fire Cause Determination for Company Officers* (N811). See page 55.
- *Fire Inspection Principles* (N220). See page 46.
- *Fire Service Planning Concepts for the Twenty-First Century* (N802). See page 54.
- *Hazardous Materials Incident Management* (N243). See page 39.
- *Hazardous Materials Operating Site Practices* (N229). See page 38.
- *Initial Fire Investigation* (N216). See page 60.
- *Leading Community Fire Prevention* (N823). See page 57.
- *Plans Review for Inspectors* (N102). See page 44.
- *Presenting Effective Public Education Programs* (N826). See page 58.

In addition to the above, the following courses are delivered through the Regional Delivery Program:

Initial Fire Investigation (N216)

This 6-day course is designed to meet the needs of personnel, in both the public and private sectors, whose duties include determining origin, cause, and responsibility for fires and explosions based primarily on the examination of the incident scene. Upon completion, participants will be able to examine, preserve, document, interview, and report their findings and/or conclusions about a fire and/or explosion accurately and objectively.

Student Selection Criteria: Personnel whose primary duties include the determination of origin, cause, and responsibility for fires, all personnel who have less than 6 months of experience as investigators or those individuals who are targeted for promotion to the investigator level.

ACE Recommendation: In the lower baccalaureate/associate degree category, 3 semester hours in Fire Science, Fire Technology, Law Enforcement, or Political Science.

NOTE: If the student completes a course project within 6 months, an additional credit hour can be earned.

Course numbers listed in other sections of the catalog may differ from those listed here because these designate Regional Delivery. **When applying for a Regional Delivery course, please note on the application that the course being applied for is a Regional Delivery, and list the course dates, location, and the correct Regional Delivery course code.**

Information concerning application procedures, courses, dates, and locations of deliveries within the Regions is disseminated through the regional TRADE network, or can be obtained from the Regional Delivery Program Manager at 1-800-238-3358, ext. 1483, or 301-447-1483.

Juvenile Firesetter Intervention Professional 1 & 2 (N626)

In this new 6-day course, students will be introduced to the NFPA 1035 Juvenile Firesetter Intervention Specialist I Professional Standard. The individual will learn to conduct an interview with a firesetter and his/her family using

prepared forms and guidelines. Based on recommended practice the individual may determine the need for referral for counseling and/or implement educational intervention strategies to mitigate effects of firesetting behavior.

Student Selection Criteria: Individuals who have responsibilities related to juvenile firesetting intervention, interviewing, and prevention. The target audience includes practitioners who interact with children who are involved in firesetting and/or arson behavior and their families. The target audience also is comprised of individuals who have or will have responsibilities related to the management and/or coordination of a Juvenile Firesetting Intervention program. In addition to the fire service, professionals from myriad fields, including mental health, law enforcement, education, counseling services, and social services can benefit from the training.

ACE Recommendation: ACE has not yet reviewed this new course.

Off-Campus Direct Delivery Program and On-Campus State Weekend Program

A strong partnership exists between NFA and State and local fire training systems to advance the professional development of fire service personnel. This partnership has resulted in the ongoing development and delivery of the Academy's distance delivery programs. The courses offered for the Off-Campus Direct Delivery Program and the On-Campus State Weekend Program are identical. The same cadre of instructors is used for delivery of courses in both programs. Curriculum areas cover a variety of subjects, including fire/injury prevention, public education, company tactical operations, incident command, health and safety, hazardous materials, and counterterrorism.

The following courses are available through both the Off-Campus Direct Delivery and the On-Campus State Weekend programs:

- *Arson Detection for the First Responder* (ADFR)
- *Basic Life Support and Hazardous Materials Response* (BLS&HMR)
- *Command and Control of Wildland/Urban Interface Operations for the Structural Chief Officer* (CCWUIFOSCO)
- *Cooperative Leadership Issues in Wildland/Urban Interface Operations* (CLIWUIO)
- *Courtroom Preparation and Testimony for First Responders* (CPTFR)
- *Community Risk Issues and Prevention Interventions* (CRIPI)
- *Emergency Response to Terrorism: Strategic Considerations for Command Officers* (ERT:SCCO)
- *Emergency Response to Terrorism: Tactical Considerations: Company Officer* (ERT:TC:CO)
- *Emergency Response to Terrorism: Tactical Considerations: Emergency Medical Services* (ERT:TC:EMS)
- *Executive Skills Series: Influencing* (ESS:I)
- *Executive Skills Series: Leading Diverse Communities Beyond Conflict* (ESS:LDCBC)
- *Executive Skills Series: Managing and Leading Change* (ESS:MLC)
- *Fire Prevention for High-Risk Populations: Age and Disability Factors* (FPHRP:ADF)
- *Fire Prevention for First Responders and Small Departments* (FPSD)
- *Health and Safety Officer* (HSO)
- *Incident Command for Highrise Operations* (ICHO)
- *Incident Command System for Emergency Medical Services* (ICS for EMS)
- *Incident Command System for Structural Collapse Incidents* (ICSSCI)
- *Incident Safety Officer* (ISO)
- *Introduction to Wildland/Urban Interface Firefighting for the Structural Company Officer* (IWUIFSCO)
- *Leadership I: Strategies for Company Success* (LS I)
- *Leadership II: Strategies for Personal Success* (LS II)
- *Leadership III: Strategies for Supervisory Success* (LS III)
- *Managing in a Changing Environment* (MCE)
- *Methods of Enhancing Safety Education* (MESE)
- *Marketing Fire Prevention in Your Community* (MFPC)

- *National Fire Incident Reporting System - Introduction to NFIRS 5.0* (NFIRS 5.0)
- *Preventing Fire Risk Based on Socioeconomic Factors: Rural and Urban Settings* (PFRBSF:RUS)
- *Prevention and Mitigation Advocacy for Small Departments* (PMSD)
- *Shaping the Future* (STF)
- *Strategy and Tactics for Initial Company Operations* (STICO)
- *Training Operations in Small Departments* (TOSD)

For general information on these programs, please contact the Program Manager at 1-800-238-3358 ext. 1301, or 301-447-1301.

Off-Campus Direct Delivery Program: Many volunteer and career fire service personnel cannot take time to attend 1- and 2-week resident programs, so the 2-day Direct Delivery courses provide training opportunities **within** the State and local communities. Courses are selected and cosponsored jointly by NFA and State and local fire training systems. States have the option of electing to use some/all Direct Deliveries as Train-the-Trainer Programs. Course materials will be handed off in digital form to State Training Systems hosting Train-the-Trainer deliveries.

Each year State Fire Training Agencies select Academy courses to be delivered within their own State. If your department is interested in hosting one of these course deliveries you should contact your State Fire Training Agency. Contact information for each State Agency is included in the back section of this catalog.

How to Apply: For specific information regarding which courses will be offered, course locations, dates, registration, and application procedures, contact your State Fire Training Agency. Each State is responsible for all admission procedures for courses delivered in the Direct Delivery Program.

On-Campus State Weekend Program: State Weekend Programs are offered at NFA as an educational opportunity for fire and rescue personnel from specific States. The Program strengthens a State's fire service community through education, personal networking, and a shared collegial experience. Students are offered the opportunity to grow professionally through a quality educational experience and to increase

their knowledge and skills to provide a safe and effective response to their communities.

State Fire Training Agencies sponsor the weekends in partnership with NFA. The State Agency selects the courses and recruits and enrolls the students according to the established student selection criteria. The NFA hosts the weekend and provides the instruction and course materials. In addition, lodging is provided at no cost to representatives of career or volunteer departments and State/local governments. Meal costs and transportation expenses are the responsibility of the individual participants or the sponsoring agencies.

This program provides a unique opportunity for NFA and State Fire Training Agencies to collaborate in the delivery of a quality training program.

How to Apply: This program is targeted for fire service personnel with a minimum of 3 years of experience. Those interested in attending a State Weekend Program should contact their State Fire Training Agency for information on dates, course selection, registration, and transportation.

Course descriptions for each of the courses available through these programs follow:

Arson Detection for the First Responder (ADFR) (F201)

This 2-day course is designed specifically to provide a clear definition of the role of initial responder organizations, and to provide essential knowledge to enable them to recognize the potential of an intentionally set fire, preserve evidence, and properly report the information to appropriate officials. The course includes the following basic topics: fire behavior, critical observations of the first responder, fire cause, scene security and evidence preservation, legal considerations, and how to report findings properly to appropriate officials.

Target Audience: This training course is designed specifically for the firefighter who is inexperienced in arson detection and the preservation of evidence at the fire scene. It is not designed for the arson-experienced firefighter or investigator.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Criminology, Criminal Justice, or Law Enforcement.

Basic Life Support and Hazardous Materials Response (BLS&HMR) (F246)

This 2-day course will emphasize critical concerns for emergency medical responders at hazardous materials incidents. Elements of this course include safety issues for emergency medical service/hazardous materials response, managing contaminated victims requiring emergency medical assistance, decontamination and treatment procedures of a basic life support nature, and transportation and receiving facilities. The course will assist the student in understanding and complying with Federal regulations and national recommendations concerning emergency medical response to hazardous materials incidents.

Target Audience: Fire and emergency medical personnel who have a responsibility for managing basic life support (operations level) emergency medical care at hazardous materials incidents.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Fire Science, Public Administration, Community Health, or Emergency Medical Services.

Command and Control of Wildland/Urban Interface Operations for the Structural Chief Officer (CCWUIFOSCO) (F612)

This 2-day course is designed to provide students with the essential tools and skills to operate safely in a wildland/urban interface incident. Course content covers interface incidents, fire behavior, safety, and operational considerations.

Target Audience: Chief or company officers who may have command responsibility for multiple resources at the scene of a wildland/urban interface incident.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science and Forestry Management.

Cooperative Leadership Issues in Wildland/Urban Interface Operations (CLIWUIO) (F613)

This course is designed to provide students with the essential tools and skills to operate safely in a wildland/urban interface incident. It is designed in a modular format to be offered as a 2-day course or optional modules after completing *Command and Control of Wildland/Urban Interface Fire Operations for the Structural Chief Officer*. Course content covers strategy development (simulation exercise), overview of the emergency management plan, new development issues, working with property owners, environmental issues, cultural issues, historic issues, news media, and cooperative leadership (simulation exercise).

Target Audience: Chief or company officers who may have command responsibility for multiple resources at the scene of a wildland/urban interface incident.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science and Forestry Management.

Courtroom Preparation and Testimony for First Responders (CPTFR) (F209)

This course will provide the necessary tools for all emergency responders who may be called upon for depositions and/or courtroom testimony relevant to facts witnessed on arrival at a scene as a first responder.

This 2-day course will emphasize the importance of reporting factual events. It also will address the need to improve report-writing skills after witnessing an event, and oral presentation skills

if asked to describe the event in a court of law. The intent of this course is to prepare all emergency responders, with emphasis on volunteer firefighters, to present information to the legal system.

Target Audience: Open to all interested emergency services personnel, including volunteer, career, and allied professions, who are interested in controlling the arson problem.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Medical Services, Emergency Management, Law Enforcement and Technical Speech.

Community Risk Issues and Prevention Interventions (CRIPI) (F347)

This 2-day course is designed for students who work in the field of prevention. Students learn a basic overview of the "three E's" of prevention--education, engineering, and enforcement. The course concludes that the most effective way to combat community risk issues is to develop strategies that use all "three E's." The course is designed to provide the motivation and leadership for local organizations to enhance their prevention efforts. Course content includes

- evaluation of the types and levels of community prevention;
- how injuries, fires, and burns can be prevented;
- strategies and countermeasures to help people understand the injury, fire, or burn event and reduce the loss; and
- prevention approaches--behavior changes, legislation, and enforcement and engineering.

Target Audience:

- Prevention personnel in local organizations.
- Persons serving on local or State prevention committees.
- Fire marshals, inspectors, and public educators.

- Career and volunteer firefighters who have prevention responsibilities.
- EMS personnel who coordinate community life-support programs.
- Community volunteers wishing to enhance fire and life safety efforts.
- Community health educators.
- Part-time or full-time public educators.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Public Administration, Fire Science, Public Health, Industrial Loss Control, or Political Science.

Emergency Response to Terrorism: Strategic Considerations for Command Officers (ERT:SCCO) (F555)

This 2-day course is designed for the senior-level officer(s) who may be responsible for command of incidents involving terrorism. This 2-day course is intended to build upon existing skills as an Incident Commander and knowledge of terrorism from professional experience or from the *Emergency Response to Terrorism: Basic Concepts* (ERT:BC) or the *Emergency Response to Terrorism: Self-Study* (ERT:SS) course.

The class will assist the command officer in preparing an effective response to the consequences of terrorism. For the response to be effective, plans must be in place to guide responders in managing the incident. Incident Commanders must be prepared to operate as part of a multiagency, multidiscipline, and multijurisdictional response.

To address the command and control challenges that likely will confront the Incident Commander, the class consists of lecture supported by case studies and practice scenarios. This will enable the students to apply their knowledge of preincident planning, managing emergency incidents, and operating as part of a Unified Command structure.

Target Audience: The primary target audience for this course is individuals (chief officers, emergency managers, shift captains, etc.) who hold command-level positions in their organizations. These people should have

command and control responsibilities on incidents involving terrorism, and be familiar with operating in an incident management structure.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Medical Services, or Hazardous Materials.

Emergency Response to Terrorism: Tactical Considerations: Company Officer (ERT:TC:CO) (F552)

This 2-day course is designed to build upon the existing skills of the initial first-responding supervisor. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions.

Target Audience: Anyone who could serve as the first on-the-scene officer in a hazardous materials or emergency medical services incident. Must have a working knowledge of the Incident Command System (ICS). Students will not be taught ICS but will be expected to use ICS during class activities.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, Emergency Management, or Emergency Medical Services.

Emergency Response to Terrorism: Tactical Considerations: Emergency Medical Services (ERT:TC:EMS) (F554)

This 2-day course is designed for the first on-the-scene responding EMS personnel with the responsibility to render patient care to victims of terrorist incidents. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions. The students also will apply their knowledge about responding

to a terrorist event, providing patient care, identifying and preserving evidence, managing site safety, documenting the event, and debriefing personnel.

Target Audience: First on-the-scene emergency medical services personnel, who could be career and/or volunteer firefighters, EMS, industrial contractors, allied health personnel, and members of the military or other Government agencies.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Medical Services, or Emergency Management.

Executive Skills Series: Influencing (ESS:I) (F518)

Influencing is considered a critical leadership skill, particularly at the executive level. This 2-day course will examine how leaders successfully influence others to accomplish common goals. Formally planning to influence others will be a primary discussion area within the course. Case studies of executives influencing others will be analyzed to illustrate the challenges and opportunities associated with complex situations in the public sector. This course is for senior officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" fire departments.

Selection Priority: Sponsoring organizations should require documentation of rank/function to ensure student selection criteria are maintained.

ACE Recommendation: In the upper division baccalaureate degree category, 1 semester hour in Business Administration, Fire Science Administration, or Public Administration.

Executive Skills Series: Leading Diverse Communities Beyond Conflict (ESS:LDCBC) (F516)

This 2-day program will provide senior executives in fire and emergency service organizations with information, perspectives, and tools for taking action to harmonize the diversities within their work and stakeholder communities. The course will be a springboard for forming and launching plans of action. It will break new ground in addressing fire service culture and challenges, and position fire service leadership in a complex yet sometimes difficult society. Finally, the course will help participants mobilize support and identify resources for making a difference. The course is intended to be a "launch pad" for action projects that will be undertaken when participants return to work. Certificates of successful completion will be awarded only upon submission of completed action plan to the National Fire Academy.

Target Audience: This course is directed to senior fire executives (battalion chief or higher). This is consistent with other ESS courses and the resident Executive Fire Officer Program. The curriculum acknowledges the diversity of fire service organizations (paid, volunteer, combination) and therefore is applicable to all fire/emergency services organizations.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Administration, Personnel or Human Resource Management, Ethics, Public Administration, Political Science, Sociology, Urban/Regional Planning, or Philosophy.

Executive Skills Series: Managing and Leading Change (ESS:MLC) (F517)

In this 2-day course, students will be introduced to a four-step model for managing change effectively. These activities include analysis, planning, implementation, and evaluation. The same model will be used to examine the executive role of leading change. A variety of activities and simulations will apply theories to contemporary issues that executive officers experience daily. This course is for senior fire

officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" departments.

Selection Priority: Sponsoring organizations should require documentation of rank/functions to ensure student selection criteria are maintained.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Management.

Fire Prevention for High-Risk Populations: Age and Disability Factors (FPHRP:ADF) (F275)

This new 2-day course will provide an overview of the knowledge, skills, and process required to conduct successful risk reduction efforts among older adult populations and very young children.

This course is designed for students who work in the field of prevention, safety education, and community leadership positions. Students learn to focus on the factors that contribute to high fire incidence with the older adult and very young populations.

Course content includes

- personal beliefs and observations about the aging process;
- developing sensitivities about growing older;
- characteristics and challenges associated with addressing risk among older adult and very young population groups;
- the risk reduction process for older adult populations; and
- fire safety plans/messages targeting high-risk populations based on aging.

Participants take a short multiple-choice exam on key course concepts.

Target Audience:

- persons serving on local or State prevention committees;
- prevention personnel in local organizations;
- persons teaching safety programs within the community;
- fire marshals, inspectors, and public educators;
- EMS personnel who coordinate community life-support programs; and/or
- local school teachers or other community safety advocates.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, or Public Administration.

Fire Prevention for First Responders and Small Departments (FPSD) (F271)
(1st in a series of Small Community Fire Prevention courses)

This 2-day inspirational course stresses the awareness, advocacy, and motivational content needed by those who traditionally have been focused on operations (suppression, EMS, etc.) and who seek to learn new, successful approaches appropriate for communities of all sizes, but most especially for America's smaller communities. The course focuses on identifying exciting and highly successful tools and approaches for addressing the total fire protection challenge via lessons learned in other communities, resources available, and the means and value of building partnerships and coalitions. Students will come away empowered to make change and thus build departments that are more effective at serving both customers and members, by learning how to manage the fire prevention function better.

Target Audience: Leaders, both today's and tomorrow's, in the Nation's smaller departments (typically those of less than 25,000 population). This course is open to all interested emergency services personnel including volunteer, career, and allied professionals; the class is intended primarily for those who have served in

operations and who seek to learn more effective ways of combating the fire problem.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Fire Science or Fire Protection.

Health and Safety Officer (HSO) (F720)

This 2-day course examines the Health and Safety Officer's role in identifying, evaluating, and implementing policy and procedures that affect health and safety aspects for emergency responders. Risk analysis, wellness, and other occupational safety issues will be the main emphasis of this course.

Target Audience: Individuals who have department-level health and safety responsibilities. Persons attending this course should have a working knowledge of the Incident Command System, as taught by NFA, applicable NFPA and OSHA requirements and recommendations, and responsibility for setting policy for the department on such issues.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Occupational Health and Safety or Fire Science.

Incident Command for Highrise Operations (ICHO) (F321)

This 2-day course is designed to assist emergency response officers who have responsibility for managing highrise incidents. This includes organizing resources, developing strategies, and managing tactical operations to protect life and to minimize damage during an incident. Students attending should have a

- working knowledge of basic Incident Command System organization;
- working knowledge of strategy and tactics for structural firefighting;
- knowledge of building construction; and
- understanding of the type of building systems existing in highrise buildings.

Target Audience: Anyone who would serve as a company officer/chief officer in communities that have highrise buildings.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Administration, Public Administration, Emergency Medical Services Administration, or Emergency Management.

Incident Command System for Emergency Medical Services (ICS for EMS) (F160)

In this course, students will be introduced to the concepts of EMS-specific incident command through lecture and guided discussion. They will use scenarios, case studies, graphics, audiovisuals and role-play to demonstrate understanding of the concepts.

Target Audience: Emergency response personnel who, as a part of their regular duties, respond to small- to medium-sized emergency medical incidents requiring scene management skills. Students' responsibilities can range from first responder to field operations chief.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Fire Administration.

Incident Command System for Structural Collapse Incidents (ICSSCI) (F322)

This 2-day course is designed to provide fire officers with an understanding of command operations at structural collapse incidents. Students completing this course will be able to:

- describe the aspects of a structural collapse;
- explain basic command procedures and ICS organizational structure;
- identify various resource levels, types, and capabilities used for structural collapse incidents;
- identify critical factors and issues that affect scene management;

- describe all unique operational considerations used at a structural collapse incident;
- describe all response operations phases associated with a structural collapse incident; and
- describe the technical rescue expertise and equipment required for safe operations and effective incident management.

Students attending should understand and be able to apply the Incident Command System (ICS) concept.

Target Audience: Individuals who have statutory authority/responsibility and may serve in a unified command structure at a structural collapse; fire command officers.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Public Administration, Emergency Medical Services Administration, or Emergency Management.

Incident Safety Officer (ISO) (F719)

This 2-day course examines the Safety Officer's role at emergency responses. A specific focus on operations within an Incident Command System (ICS) as a Safety Officer is a main theme. Response to all-hazards types of situations will be emphasized.

Target Audience: Individuals who have a Safety Officer responsibility at emergency operation situations. Persons attending this course should have a working knowledge of the ICS, as taught by NFA, building construction principles, hazardous materials management, applicable NFPA guidelines, and Federal regulations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Occupational Health and Safety, Fire Science, or Fire Administration.

Introduction to Wildland/Urban Interface Firefighting for the Structural Company Officer (IWUIFSCO) (F610)

This 2-day course identifies operational activities and safety concerns for structural company officers assigned to a Wildland/Wildland Urban Interface incident. Topics covered include Introduction to Wildland/Wildland Urban Interface firefighting, interface environment, wildland fire behavior, command and control issues of wildland/urban interface firefighting, and tactics.

Target Audience: Company officers or chief officers who may be in command of a single resource or Strike Team at the scene of a Wildland/Wildland Urban Interface incident.

ACE Recommendation: ACE has not yet reviewed this course.

Leadership I: Strategies for Company Success (LS I) (F803)

This 2-day course presents the company officer with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course includes techniques and approaches to problem-solving, ways to identify and assess the needs of the company officer's subordinates, methods for running meetings effectively in the fire service environment, and decisionmaking skills for the company officer.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, Emergency Medical Services, or Emergency Management.

Leadership II: Strategies for Personal Success (LS II) (F804)

This 2-day course provides the company officer with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course addresses ethics, use and abuse of power at the company officer level, creativity in the fire service environment, and management of the multiple roles of the company officer.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, Emergency Medical Services, or Emergency Management.

Leadership III: Strategies for Supervisory Success (LS III) (F805)

This 2-day course provides the company officer with the basic leadership skills and tools to perform effectively in the fire service environment. The course covers when and how to delegate to subordinates, assess personal leadership styles through situational leadership, discipline subordinates, and apply coaching/motivating techniques.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, Emergency Medical Services, or Emergency Management.

Managing in a Changing Environment (MCE) (F604)

This 2-day course is the second of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. Content includes an overview of significant economic, social, political, and technological influences affecting fire service operations. Students will have the opportunity to identify and relate these influences to their personal and professional situations; and to practice strategies for managing changes resulting from those influences.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Economics, Emergency Medical Services, Emergency Management, Sociology, Management, or Business.

Methods of Enhancing Safety Education (MESE) (F344)

This 2-day course is designed for those who coordinate or assist their organization in public education. The course does not teach people how to deliver safety programs; rather it supports efforts to enhance safety education in their organizations and in their communities. Content is ideal for students from smaller or volunteer

organizations who wish to enhance their public education and prevention efforts. Students will outline ideas and plans that they would like to apply when they return home. Students who take this 2-day program will be able to determine if public education is valued in their organizations and in their communities. Course content emphasizes three simple methods for establishing "roots" in public fire and life safety education:

- personal commitment to public education;
- determining and improving the organization's role in public education; and
- enhancing programs through greater community support.

Target Audience:

- Those who serve on local or State prevention or public education committees.
- Fire suppression personnel or volunteer firefighters who coordinate public education.
- Volunteer firefighters who wear many "hats," including public education.
- EMS personnel who coordinate programs such as basic life support.
- Community volunteers wishing to enhance fire and life safety efforts.
- Local schoolteachers who teach safety topics.
- Citizens who desire a more active role in safety education.
- Community health educators.
- Part-time or full-time public fire educators.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Administration, Fire Prevention, or Fire Science.

Marketing Fire Prevention in Your Community (MFPC) (F273) **(3rd in a series of Small Community Fire Prevention courses)**

In this 2-day course students begin developing a marketing plan for fire prevention using resources from the first two courses and those already in place in their communities. Upon completion of this course, students will be able to continue developing, refining, and applying a marketing plan that will outline target hazard risk, identify significant opponents, and present allies who may be available within their community.

Target Audience: Those who seek to learn new approaches to deal more easily with their community's fire and injury challenges, including departmental "leaders," both today's and tomorrow's, operational and administrative, in the Nation's smaller departments.

Open to all interested emergency services personnel, including volunteer, career, and allied professions, the class is intended primarily for those who are serving or who have served previously in operations (suppression, EMS, etc.), and who seek to learn about more effective ways of combating the fire problem. Personnel with little or no prevention orientation will benefit significantly.

No prerequisites required; however, experience with marketing in the work environment, volunteer opportunities, or training/college courses is suitable and will enhance the training experience. Additionally, those who follow Ben May or use USFA's Marketing Manual or Public Information Education Relations (PIER) manual will find this course valuable.

ACE Recommendation: ACE has not reviewed this course.

National Fire Incident Reporting System - Introduction to NFIRS 5.0 (NFIRS 5.0) (F497)

This 2-day course teaches students how to use standardized forms to achieve uniformity in their incident and activity reporting.

This training program is designed specifically to support local fire service organizations, and will assist them in providing data both to their management and to decisionmakers, as well as to their State uniform fire reporting system. At a local level, the NFIRS data can be used to:

- describe a community's fire problem;
- support budget requests;
- improve decisionmaking for allocation of resources;
- assist in planning for future fire protection;
- help identify opportunities for scheduling nonemergency activities;
- evaluate code enforcement programs; and
- identify target audiences for public fire education programs.

Target Audience: New, current, and potential users of a fire department or State uniform reporting system. Members of local or State fire service organizations responsible for documenting incidents and/or incident data collection.

ACE Recommendation: ACE has not reviewed this course.

Preventing Fire Risk Based on Socioeconomic Factors: Rural and Urban Settings (PFRBSF:RUS) (F276)

This new 2-day course will develop ideas and plans to address the high fire incidence among populations based on socioeconomic factors. Rural and urban settings are taken as samples.

This new course is designed for students who work in the field of prevention. Students learn to focus on the socioeconomic factors that contribute to high fire incidence among populations in rural and urban areas. Values, attitudes, and behaviors as well as social and economic characteristics will be evaluated.

Effective change techniques, existing programs, and community collaboration are reviewed to develop effective solutions to community high-risk target groups.

Course content includes

- how socioeconomic factors play a significant role in high incidence of fire, fire deaths, and fire injuries;
- attitudes, values, and behaviors of populations at high risk for fire;
- how poverty and low education levels may explain up to one-third of the variation in fire deaths;
- reaching into neighborhoods to create change for populations that are at high risk for fire; and
- program issues for high-risk groups in rural and urban groups.

Participants take a short multiple-choice exam on key course concepts.

Target Audience:

- persons serving on local or State prevention committees;
- prevention personnel in local organizations;
- persons teaching safety programs within the community;
- fire marshals, inspectors, and public educators;
- EMS personnel who coordinate community life-support programs; and/or
- local school teachers or other community safety advocates.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, and Emergency Management.

**Prevention and Mitigation
Advocacy for Small Departments
(PMSD) (F272)
(2nd in a series of Small Community Fire
Prevention courses)**

This 2-day course stresses fire prevention and mitigation awareness, advocacy, and motivation needed by those who traditionally have been focused on response activities. Participants learn about successful prevention-oriented approaches appropriate for America's smaller communities. The course identifies successful tools, from analysis of the challenges to identification of resources needed to address the total fire

protection challenge necessary to bring about change, and how a department's culture of power, influence, negotiation, and coalition building relates.

Target Audience: Those who seek to learn of new approaches to better deal with their community's fire and injury challenges including departmental "leaders," both today's and tomorrow's, operational and administrative, in the Nation's smaller departments.

Open to all interested emergency services personnel, including volunteer, career, and allied professions, the class is intended primarily for those who are serving or who previously served in operations (suppression, EMS, etc.) and who seek to learn about more effective ways of combating the fire problem. Personnel with little or no prevention orientation will benefit significantly.

Prerequisite: Although not mandatory, successful completion of the first in this series, *Fire Prevention for First Responders and Small Departments*, is desirable because of its motivational messages and insights toward creating change.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science.

Shaping the Future (STF) (F602)

This 2-day course is the first of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. The first module focuses on identifying opportunities and/or problems. Topics include environmental scanning, paradigm shifts, and methods for reframing problems accurately. The second module deals with group problem-solving techniques. The third module explains the need to quantify, justify, and communicate decisions so they will be implemented effectively. Managing change will be discussed in the final module. Topics include people who resist change, overcoming that resistance, and monitoring and evaluating the change before, during, and after implementation.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Management Science.

Strategy and Tactics for Initial Company Operations (STICO) (F455)

This 2-day course is designed to meet the needs of company officers responsible for managing the operations of one or more companies during structural firefighting operations. STICO is designed to develop the management skills needed by company officers to accomplish assigned tactics at structure fires.

Target Audience: Senior firefighters who may at times assume the responsibilities of the company officer (NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, Level II).

ACE Recommendation: ACE has not reviewed this course.

Training Operations in Small Departments (TOSD) (F290)

This 2-day course is designed to provide students with some basic tools and skills to coordinate training in a small fire/EMS organization. A training function in a smaller department typically may include conducting training drills

and coordinating training with a nearby larger city or State training function.

Course content includes

- leadership issues in fire service training, such as why and how the local training officer must be a catalyst for change, and personal motivators within the department;
- identifying the legal issues affecting the training function, including an understanding of a standard of care, and the impact of OSHA and NFPA standards;
- safety considerations in training;
- marketing training internally;
- identifying ways to justify training needs;
- resolving training conflicts using appropriate conflict resolution techniques;
- selecting and evaluating training curriculum and materials from outside sources; and
- effective delivery and evaluation of training.

Target Audience:

- Fire and rescue personnel who coordinate training in small departments.
- Volunteer firefighters and officers who instruct in small fire and rescue departments.
- Fire personnel serving on training committees.
- Training officers in volunteer fire departments.

NOTE: Students who have taken NFA's *Challenges for Local Training Officers* through the Volunteer Incentive Program are not encouraged to take NFA's *Training Operations in Small Departments*.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Education, Public Administration, Fire Service, Emergency Medical Services, Management, Human Resource Management, or Vocational/Technical Education.



Distance Delivery Program

The U.S. Fire Administration's National Fire Academy offers a variety of self-study courses through its Distance Delivery Program. Courses are available in CD-ROM format and online through the NETC Virtual Campus. Unless noted in the course description, a Certificate of Training is issued upon successful completion of each program.

Cost: There is no charge for any of the self-study programs.

Online Courses

The following self-study courses are available through the NETC Virtual Campus at www.training.fema.gov (select "NETC Virtual Campus" from the options on the left side of the screen).

Self-Study Course for Community Safety Educators (Q118)

The *Self-Study Course for Community Safety Educators* is a short, fun, "easy-to-take" Web-based course that focuses on how to do a better job of planning, implementing, and evaluating safety programs in your community. The course teaches you how to network effectively with various people in your organization and within your community to accomplish community life safety goals. The course is designed for all public fire and life safety educators--the new safety educator as well as the experienced educator, the volunteer as well as the career community educator.

The *Self-Study Course for Community Safety Educators* is ideal in helping you "get off the ground." It will assist you with some tips and techniques on a variety of topics such as

methods for locating partners to assist with community education or techniques for locating resources for your safety programs. The program contains easy-to-read text with a variety of thought-provoking questions, activities, illustrations, and even traps to watch for. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively with the content, not just read the text from cover to cover and take a final exam.

Students electing to take this course must first enroll in the NFA Independent Study Program via the NETC Virtual Campus at www.training.fema.gov and download the course materials.

Upon completion of this course, any student wishing to obtain a National Fire Academy certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Adult Education, General Education, Public Health, or Safety Studies.

Introduction to Command and General Staff Self-Study (Q316)

This Web-based, self-study course is designed for the Nation's emergency services providers who may assume Command and General Staff functions during a large complex incident. This course will provide the student with a basic understanding of ICS and the Command and General Staff positions. The student can expect to spend 7 to 14 hours completing this course.

Upon completion of this course, any student wishing to obtain a National Fire Academy certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

ACE Recommendation: ACE has not yet reviewed this course.

Fire Service Supervision: Self-Study (Q318)

This 13-hour self-study course aims to give supervisors in the fire service some fundamental notions and attitudes on stress management, time management, interpersonal communications, motivation, counseling, conflict resolution, and group dynamics. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively with the content, not just read the text from cover to cover and take a final exam.

Students electing to take this course must first enroll in the NFA Independent Study Program via the NETC Virtual Campus at www.training.fema.gov and download the course materials.

Upon completion of this course, any student wishing to obtain a National Fire Academy certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Personnel or Human Resources Management, Business or Public Administration, Behavioral Science, Fire Science, Fire Administration, Law Enforcement, or Criminal Justice.

National Fire Incident Reporting System 5.0 Self-Study (Q494)

Serving as an introduction to NFIRS 5.0, this self-study provides an overview of the data collection system, its modules, and data conversion issues. NFIRS is the comprehensive method for detailed tracking of fire, emergency,

and related incident responses. The information that can be recorded in NFIRS can be used by your emergency services organization to: track current workloads, develop response metrics and statistics, and help with current asset management; provide a basis for identifying developing, and implementing new programs, or redirect existing programs; generate and support data that may justify the acquisition of additional resources; and help reduce the needless loss of life and property in both your jurisdiction and throughout the United States.

Upon completion of this course, any student wishing to obtain a National Fire Academy certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

ACE Recommendation: ACE has not yet reviewed this course.

Emergency Response to Terrorism: Self-Study (ERT:SS) (Q534)

This self-paced, interactive course is designed to provide the basic awareness training to prepare first responders to respond to incidents of terrorism safely and effectively. Students who successfully complete the exam will be eligible for a National Fire Academy Certificate of Training.

Target Audience: Fire, emergency medical, hazmat, rescue, and law enforcement responders.

The course is now available online via the NETC Virtual Campus at www.training.fema.gov

Upon completion of this course, any student wishing to obtain a National Fire Academy certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

ACE Recommendation: The new 2004 version has not yet been reviewed by ACE.

Wildland/Urban Interface Fire Operations for the Structural Firefighter Self-Study (Q618)

This 8-hour self-study course provides basic information to enable the structural firefighter to participate in safe and effective operations during a Wildland/Urban Interface incident.

This training program is a joint effort of the National Wildfire Coordinating Group and the National Fire Programs Division of the United States Fire Administration, designed to identify many of the operational activities and safety concerns for the structural firefighter in the Interface. Course content includes wildland fire behavior, safety issues, and operational taskings.

CD-ROM Courses

The following self-study courses are available on CD-ROM. These programs can be ordered free of charge from the USFA Publications Center at www.usfa.fema.gov/applications/publications. Some programs have limited distribution. You will find this information in the course description if it applies.

Testing and Evaluation of Water Supplies for Fire Protection (Q218)

(Self-study CD-ROM course; 6 hours in length)

This interactive CD-ROM computer-based course in the Fire Prevention: Technical Curriculum not only offers the opportunity to understand the testing and evaluation of water supplies, but also provides reference resources and several printable graph forms. The course covers the following areas: testing and evaluation of available water supplies for water supply systems; on-site storage systems; rural areas not served by a water supply; and determining water supply for automatic sprinklers, standpipe systems, and for fire suppression activities. Also included is a mastery test. The course emphasizes decisionmaking, predictions, and responses by students consistent with the course materials presented. Students can perform and/or reinforce previously learned skills, concepts, and behaviors. The course is interactive, self-paced, and self-directed and combines graphics, text,

narration, animation, and video to promote implied learning objectives. The primary audience is fire suppression and training officers and code enforcement officials. This course addresses the professional competency related to Firefighter II for NFPA 1001, Fire Officers for NFPA 1021, Fire Inspector, Plans Examiner for NFPA 1031, and Training Officers for NFPA 1041, related to determining available fire flows for fire protection.

Incident Command System (ICS) (2nd Edition)

This self-paced course introduces ICS to fire service officers and other emergency managers, who use, deploy, implement, and/or function within an incident command organization. The interactive depictions of scenarios provide the student with practical applications of the ICS concept. This self-paced course addresses some of the issues described in NFPA Standard 1561. Students do not receive a certificate for completion of this program.

Incident Command and Control Simulations Series

This is a series of self-contained CD-ROM computer-based training programs in NFA's Emergency Incident Policy and Analysis curriculum. Beginning with the Tutorial CD, this series provides an overview of ICS, incident priorities, and decisionmaking criteria. The simulation CD's are designed to provide challenges to the newly appointed, inexperienced fire officer and the experienced senior officer alike.

The CD-ROM series was developed as an interactive and self-paced course, designed to serve as a learning tool and promote cue-based decisionmaking.

Components of the Series:

1. **Tutorial (2nd Edition):** It is recommended that the student successfully complete this element before progressing on in the program. This CD provides the student with an overview of basic strategy and tactics, and addresses the command skills that officers need to understand and effectively use. (No certificate will be issued for this program.)

2. **Ranch House Fire (2nd Edition) (Q324):**
This simulation involves a scenario depicting a single-story, single-family dwelling and presents the student with a "room-and-contents" fire and basic rescue problem.
3. **Townhouse Fire (Q325):** The student is presented with a little more complex fire and rescue problem in this simulation, one that might be found commonly in a townhouse, row house, garden apartment, or condominium.
4. **Mansion Fire (2nd Edition) (Q326):**
A simulation depicting a very large, multistory, single-family dwelling presenting fire spread and ventilation issues and a more complex rescue scenario. Due to the resource intensity of this incident, the student is given a second alarm assignment.
5. **Casper Hall Dorm (Q327):** The student is presented with a fire in a six-story college dormitory. This is an occupied building of ordinary construction that presents a severe rescue problem, in addition to some ventilation and confinement challenges.
6. **Strip Mall Hostage/Arson Fire (Q328):**
This scenario exposes the student to Unified Command with some unique considerations. Initially it is a police problem and fire assumes a secondary role. After the situation is stabilized, fire assumes a lead role. Many of the considerations and actions are not encountered in day-to-day operations.

Testing/Certification: Each CD-ROM (except the Tutorial) includes a test that the student must complete successfully in order to receive a National Fire Academy certificate.

In addition, the fire chief or training officer will develop and sign a roster which includes the student's name, rank, and Social Security number, score and title of program completed, i.e., Ranch House 87 percent and a completed 75-5a, application form for each student on the roster.

This information should be mailed to the NETC Admissions Office:

NETC Office of Admissions
16825 South Seton Avenue
Emmitsburg, MD 21727

Once processed, the student will receive a National Fire Academy Certificate of Training for each program successfully completed.

Fire-Safe Building Design for Architects and Designers

This is a self-contained CD-ROM course in NFA's Fire Prevention: Technical Curriculum. It provides an overview of design principles for architects and designers that can be used to prevent and control fires in the built environment, while also providing background in life safety considerations for protecting occupants.

A highly interactive, self-paced, and self-directed package, this course is designed to serve both as a learning tool and as a job aid for new architects and architecture interns. It combines graphics, text, narration, animation, and video to engage the student and to promote implied learning objectives.

Though not targeted at a fire service audience, this course may be made available to fire service personnel, working with architects in their communities.

Due to a limited number of CD's available, only requests from architectural designers, architectural students, and fire service personnel who work with architects will be accepted at this time.

NOTE: There is no certificate issued for completion of this program.

Wildland Tutorial Self-Study

Developed in partnership with USFA's Forest Service, this CD-ROM covers ICS 215 and 215A. This course is **not** part of the Incident Command and Control Simulation Series and a certificate will not be issued upon completion.

Additional Training Resources

The following CD-ROM programs also are available from the USFA Publications Center at www.usfa.fema.gov/applications/publications. These programs are classroom-based, instructor-led programs and are not intended to be used as self-study programs. Certificates will not be issued to individuals who complete these programs on their own. Certificates will be issued to those who completed the program in an instructor-led classroom setting.

Principles of Building Construction: Noncombustible (PBC:NC) (H103) (12-16 hours in length)

Principles of Building Construction: Combustible (PBC:C) (H104) (12-16 hours in length)

Both of these handoff courses have been revised completely and formerly were known as *Building Construction for Fire Suppression Forces*, *Principles of Wood and Ordinary Construction* and *Principles of Noncombustible and Fire Resistive Construction*. These courses are designed to provide a basic understanding of how the construction type, alternative design, and materials influence a building's reaction to fire. These courses will provide recognition of relevant information about a building before a fire, as well as fireground "reading" of the building that will provide the ability to assess building stability, resistance to fire, and determine likely paths of fire extension. Both courses address the professional development of a broad range of fire department positions that include firefighters who meet the qualifications for Firefighter III, company-level officers, training officers or instructors, safety officers, and code enforcement personnel.

These courses address the professional competency related to building construction noted in National Fire Protection Association (NFPA) 1001 for Firefighters, NFPA 1021 for Fire Officers, and NFPA 1031 for Fire Inspectors. The CD contains a complete course package consisting of an Instructor Guide,

Student Manual, examination questions, slides, and videotape in CD computer format. These courses are **not** intended to be self-study programs, but rather are designed to be delivered in a traditional classroom setting. These courses can be obtained free by contacting the United States Fire Administration's (USFA) Publications Center at (800) 561-3356.

NOTE: Due to a limited number of CD's available, only department fire chiefs' or training officers' requests will be accepted at this time.

Technical Principles and Practices of Fire Prevention (TPFP) (H284) (48 hours in length)

This handoff course provides an introduction to fire inspection principles and practices illustrating the complexity of today's building design and systems and their potential impact on life safety, the environment, and property protection. The course provides a broad framework for the individual who has little or no experience in conducting fire inspections. The course helps the new inspector to understand the scope of knowledge required and to identify the various steps in the inspection process.

This is the second handoff course in the series for fire inspectors. The first course, *Introduction to Fire Inspection Principles and Practices*, available from the National Technical Information Service (NTIS), laid the foundation for the inspection process. This course deals with the inspection of specific occupancies, focusing on the critical elements that must be part of a thorough, systematic inspection process for each type of occupancy.

NOTE: It is highly recommended that the first course titled *Introduction to Fire Inspection Principles and Practices* be completed before taking this course. Many of the basic principles covered in that course also will be applied to the various occupancies in this new second course. It is assumed that the student is aware of those principles.

The primary audience is firefighting company personnel who have the responsibility for conducting fire and life safety inspections, personnel who have the responsibility of training firefighters, and full-time inspection personnel with less than 6 months of experience. This

course addresses the professional competency related to Fire Inspection Level I noted in NFPA Standard 1031. This course is available free in computer CD format and can be obtained by contacting the USFA Publications Center at (800) 561-3356.

The CD contains a complete course package consisting of an Instructor Guide, Student Manual, examination questions, and all support material. This course is not intended to be a self-study program, but rather is designed to be delivered in a traditional classroom setting.

NOTE: Due to a limited number of CD's available, only department chiefs', inspectors', or training officers' requests will be accepted at this time.

Emergency Response to Terrorism: Job Aid (ERT:JA)

The Emergency Response to Terrorism: Job Aid (ERT:JA) was designed and produced through a joint partnership of FEMA, USFA, and the Department of Justice/Office of Justice Programs. The document is intended to support, not replace, the training messages of the ERT curriculum. **It is not a training manual, but a "memory jogger" for those who have completed the appropriate level of training.**

The Job Aid is divided into five primary sections that are tabbed and color coded for rapid access of information: Introduction, Operations Considerations, Incident-Specific Actions, Agency-Related Issues, and Glossary.

The ERT: Job Aid is available in formats compatible with Personal Data Assistants (PDA's), handheld computers, and laptop/desktop computers. In these interactive formats, the user can download a report (based on the information entered) after the incident. These formats of the ERT: Job Aid as well as a PDF version can be downloaded from the USFA Web site www.usfa.fema.gov

A spiral-bound hard copy of the ERT: Job Aid is also available. This version is sized to fit into coverall or work jacket pocket, or the glove compartment or center console of response vehicles. Other user-friendly features include weather-resistant, thin plastic pages; ability to turn the pages with gloved hands; ability to write

on the pages with dry markers or to permanently inscribe contact information with indelible markers; and written in simple language and recognizable terms.

The hard copy version of the Job Aid is available free of charge from the USFA Publications Center to fire departments for up to five copies. Other emergency response agencies may order one copy.

Additional copies may be purchased from the U.S. Government Printing Office (GPO). Copies from GPO are \$11.00 each, including shipping. There is a 25-percent discount when purchasing 100 or more copies shipped to a single address. Please order by title and GPO stock number 064-000-00027-6.

Phone toll free: 866-512-1800
DC Area: 202-512-1800
Fax: 202-512-2250
Internet: bookstore.gpo.gov
(Note: Quantity discount not available via the Internet.)

Orders may be placed using a Visa, MasterCard, American Express, or Discover/Novus credit card, or a Superintendent of Documents Deposit Account. To order using a government purchase order, you may apply to GPO for approval using the phone and fax numbers above.

To view list of other emergency response publications published by the Federal Government and sold by GPO, go to bookstore.gpo.gov/eresponse.html.

If you have any questions on technical content, contact the USFA National Response Training Specialist at 301-447-1533.

Degrees at a Distance Program

Increasingly, chief and midlevel officers in the Nation's leading fire departments are being required to hold a bachelor's degree. The Degrees at a Distance Program (DDP) is an independent-study degree program sponsored by NFA, which has agreements with seven accredited colleges and universities throughout the country to offer bachelor's degrees with concentrations in fire administration/management and fire prevention technology.

DDP provides an alternative means for fire service personnel to earn a bachelor's degree or to pursue college-level learning in a fire-related course concentration without the requirement of having to attend on-campus classes. While independent study and distance learning have appealed to working adults nationally in growing numbers in the past few years, DDP is particularly attractive to fire service personnel whose fire department work shifts normally make classroom attendance difficult.

DDP institutions emphasize faculty-student interaction through written and telephone contact. Students receive detailed guidance and feedback on the required assignments and take proctored final exams at hometown locations.

Students may take DDP courses to satisfy degree requirements, or for credit only in topics of interest.

More information on the Degrees at a Distance Program and Higher Education issues can be found at

www.usfa.fema.gov/fire-service/nfa/higher-ed/nfa-high.shtm

Core Curriculum

Advanced Fire Administration: An examination of organization and management techniques required in fire service administration.

Analytical Approaches to Public Fire Protection: An introduction to analytical procedures and applications in community fire protection.

Applications of Fire Research: Understanding fire research programs and the implications of research results for fire prevention and protection programs.

Disaster and Fire Defense Planning: The concepts and principles of community fire risk assessment, as related to group fires and natural disasters.

Fire Dynamics: Study of the fluid mechanics and thermodynamic principles of fire propagation.

Fire Prevention Organization and Management: An overview of the techniques, procedures, programs, and agencies involved in fire prevention.

Fire Protection Structures and Systems Design: Design principles involved in structural fire protection with empirical or analytical tests and prediction procedures.

Fire-Related Human Behavior: Human behavior before, during, and after fire and emergency incidents.

Incendiary Fire Analysis and Investigation: A management approach to the arson problem, presenting a variety of programs and resources available to control incendiary crime.

Managerial Issues in Hazardous Materials:

Examines the issues that confront hazardous materials program managers from the planning to the postincident phases.

Personnel Management for the Fire Service:

Personnel management procedures and problems in the fire service.

Political and Legal Foundations of Fire

Protection: An analysis of the legal aspects of the fire department's role in public safety.

The Community and Fire Threat: The sociological, economic, and political characteristics of communities and their impact on the fire problem.

How to apply: Enrollment and registration information is listed by region.

Cogswell College
1175 Bordeaux
Sunnyvale, CA 94089-1299
1-800-264-7955, ext. 105
FAX: 408-747-0764

Region Served: Arizona, California, Nevada

University of Cincinnati
College of Applied Science
2220 Victory Parkway
Cincinnati, OH 45206
513-556-6583
FAX: 513-556-4856

Region Served: Indiana, Michigan, Minnesota, North Dakota, Ohio, South Dakota, Wisconsin, Florida, Georgia

University of Memphis
University College
Johnson Hall, G-1
Memphis, TN 38152
901-678-2754
FAX: 901-678-4913

Region Served: Alabama, Arkansas, Kentucky, Mississippi, Tennessee, South Carolina, Louisiana

Western Oregon University
Extended Programs
Monmouth, OR 97361
1-800-451-5767 or
503-838-8483
FAX: 503-838-8473

Region Served: Alaska, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, Wyoming

University of Maryland
University College
Undergraduate Programs
3501 University Blvd.
Adelphi, MD 20783
1-800-283-6832 or
301-985-7788
FAX: 301-985-4615

Region Served: Delaware, Maryland, New Jersey, North Carolina, District of Columbia, West Virginia, Virginia

Western Illinois University
Extended Learning
Horrabin Hall 5
Macomb, IL 61445
309-298-2496
FAX: 309-298-2133

Region Served: Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, Texas

Empire State College/SUNY
Center for Distance Learning
2 Union Avenue
Saratoga Springs, NY 12866
1-800-847-3000, ext. 300, or
518-587-2100, ext. 300
FAX: 518-587-2660

Region Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont

Specific enrollment and registration information is available through the college or university in your region.

For **general** program information, individuals may contact

Program Manager
Higher Education Programs
National Fire Academy
16825 South Seton Avenue
Emmitsburg, MD 21727
1-800-238-3358, ext. 1127 or
301-447-1127
FAX: 301-447-1005
E-mail: ed.kaplan@dhs.gov

Interested active Federal/military personnel serving overseas should contact the University of Cincinnati, Western Illinois University, Western Oregon University, or University of Maryland.

Purchase of Course Materials

Selected NFA course materials are available for purchase for locally sponsored delivery from the National Technical Information Service (NTIS).

The NTIS is the central information and distribution source for more than 8,000 video programs, films, slide sets, and other media produced by or for the United States Government.

With valuable assistance from numerous individuals and organizations nationally, NFA developed these courses for use in a broad range of presentation opportunities. These training packages will assist those with training responsibilities in both the public and private sector.

The NFA provides course completion certificates. The Academy does not sanction, approve, or certify local-level instructors or course deliveries. To receive course completion certificates, the course delivery contact or instructor should submit a completed FEMA Form 75-5a, General Admission Short Form Application, for each student to:

NETC Admissions Office
Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727

The FEMA Form 75-5a can be downloaded from the NFA Web site at:

<http://www.usfa.fema>

The certificates will be returned to the course contact or instructor for dissemination. Therefore, please include contact person's name, address, and phone number.

Academy off-campus courses, consisting of an Instructor Guide, Student Manual, and supporting audiovisual aids, are available from the NTIS.

Available courses are listed by the year of their initial release.

- *Hazardous Materials Incident Analysis* (1984) (H410)
- *Hazardous Materials: The Pesticide Challenge* (1984) (H900)
- *Firefighter Safety and Survival: The Company Officer's Responsibility* (1988) (H126)
- *Wildland/Urban Interface Fire Protection* (1988) (H600)
- *Incident Command System* (1989) (H806)
- *Managing Company Tactical Operations: Preparation* (1991) (H375)
- *Managing Company Tactical Operations: Decisionmaking* (1991) (H450)
- *Recognizing and Identifying Hazardous Materials, 2nd Edition* (1992) (H249)
- *Initial Response to Hazardous Materials Incidents: Basic Concepts* (1992) (H809)
- *Initial Response to Hazardous Materials Incidents: Concept Implementation* (1992) (H808)
- *Infection Control for Emergency Response Personnel: The Supervisor's Role and Responsibilities* (1993) (H807)
- *Managing Company Tactical Operations: Tactics* (1993) (H451)
- *Leadership I: Strategies for Company Success* (1993) (H803)

- *Leadership II: Strategies for Personal Success* (1993) (H804)
- *Leadership III: Strategies for Supervisory Success* (1993) (H805)
- *Rescue Systems I* (1993) (H165)
- *Managing Company Tactical Operations: Simulations* (1995) (H452)
- *Shaping the Future* (1996) (H602)
- *Managing in a Changing Environment* (1996) (H604)
- *Incident Safety Officer* (1996) (H719)
- *Health and Safety Officer* (1996) (H720)
- *Basic Life Support and Hazardous Materials Response* (1996) (H246)
- *Incident Command System for Emergency Medical Services* (1996) (H160)
- *Arson Detection for the First Responder* (1996) (H201)
- *Introduction to Fire Inspection Principles and Practices* (Replaces *Conducting Basic Fire Prevention Inspections*) (1996) (H403)
- *Emergency Response to Terrorism: Basic Concepts* (1997) (H531)
- *Principles of Building Construction: Combustible* (1999) (H104)
- *Introduction to Wildland and Wildland/ Urban Interface Firefighting for the Structural Company Officer* (1999) (H610)
- *Principles of Building Construction: Noncombustible* (2000) (H103)
- *Technical Principles and Practices of Fire Prevention* (2000)

Selected video training aids from the Academy handoff packages are available separately.

How to Purchase Courses

For information on how to order courses, contact

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161
1-800-553-6847
www.ntis.gov/nac

Train-the-Trainer Program

Through a cooperative working relationship with State and local fire training agencies, the Train-the-Trainer (TtT) program provides expanded opportunities for fire service personnel to participate in Academy courses. Model training courses are developed and field-tested nationally through the Academy's off-campus delivery program. During the field-testing period, each course is revised and modified. Upon completion of the course field test and modification phase, selected instructors from State and local fire-service training systems are invited to the Academy to become familiar with the course materials and method of delivery through Train-the-Trainer workshops. Once they finish the workshop, these Academy-trained instructors return to their local jurisdictions with a complete course package and train other instructors, as well as end users. In this way, a cadre of instructors trained to deliver Academy courses exists within the State and local fire training systems.

Eligibility

Fire service agencies meeting the Training Resources and Data Exchange Program eligibility can participate in the Train-the-Trainer Program.

The four branches of the Military and the Air Force Reserve also are invited to participate.

For more information, please contact the Train-the-Trainer Program Manager at 1-800-238-3358, ext. 1376, or 301-447-1376.

Training Resources and Data Exchange Program (TRADE)

The Training Resources and Data Exchange (TRADE) program is a regionally based network designed to foster the exchange of fire-related training information and resources among Federal, State, and local levels of government.

TRADE was initiated in 1984 to address the difficulties that State and local fire training systems were experiencing in effectively disseminating quality-training programs. The essential components of the TRADE system are the 10 regional networks that correspond to the existing Federal regional boundaries. These networks provide a mechanism for the exchange of resources and materials within and among Regions. Regional TRADE co-chairs, one selected from the State fire training systems and the other from the metropolitan fire services in each Region, serve as the points of contact for both intraregional and interregional networking activities.

The TRADE network consists of the directors of the 50 State Fire Service Training Systems and senior executive training officers from the Nation's largest fire departments. Metropolitan fire department TRADE representatives are from the largest fire departments in each State or those fire departments which protect populations greater than 200,000 and/or have more than 400 uniformed personnel.

The objectives of TRADE are to:

- identify fire, rescue, and emergency medical services training and education needs at the regional level;
- identify and exchange training and education programs and resources within Regions and replicate, whenever possible, those resources;
- provide NFA with an annual assessment of fire training and education resource needs within the Region, together with recommendations as to how TRADE can better support Federal, State, and local fire training and education systems; and
- identify national trends that have an impact on fire-related training and education.

Every 2 years all participating members are invited to attend a national TRADE conference, held at NFA, which provides structured opportunities for the exchange of fire-related training and educational materials, as well as peer networking. On alternate years, there is a meeting of the 20 regional TRADE co-chairs. Each regional network meets periodically with its membership for the same purposes.

For further information, contact the TRADE Program Manager at 1-800-238-3358, ext. 1483, or 301-447-1483.



State Fire Service Training Systems

Executive Director
Alabama State Fire College
2501 Phoenix Drive
Tuscaloosa, AL 35405
205-391-3779
FAX: 205-391-3756

Administrator
Fire Service Training
5700 East Tudor Road
Anchorage, AK 99507-1225
907-269-5789
FAX: 907-338-4375

Director of Fire Training
Office of the State Fire Marshal
1110 West Washington, Suite 100
Phoenix, AZ 85007-2935
602-364-1003
FAX: 602-364-1084

Director
Arkansas Fire Academy
SAU-Tech
P.O. Box 3499
East Camden, AR 71711
870-574-1521
FAX: 501-574-0817

Division Chief
CDF State Fire Training
P.O. Box 944246
Sacramento, CA 94244-2460
916-445-8575
FAX: 916-445-8128

Director of Fire Training
Colorado Division of Fire Safety
700 Kipling Street, Suite 1000
Lakewood, CO 80215-5865
303-239-4463
FAX: 303-239-4405

Director
Connecticut Fire Academy
34 Perimeter Road
Windsor Locks, CT 06096-1069
860-627-6363 ext. 272
FAX: 860-654-1889

Director
Delaware State Fire School
1461 Chestnut Grove Road
Dover, DE 19901
302-739-4773
FAX: 302-739-6245

Superintendent
Division of State Fire Marshal
Bureau of Fire Standards and Training
Florida State Fire College
11655 Northwest Gainesville Road
Ocala, FL 34482-1486
352-369-2833
FAX: 352-732-1374

Director
Georgia Fire Academy
1000 Indian Springs Drive
Forsyth, GA 31029
478-993-4670
FAX: 478-993-4671

Hawaii State Fire Council
3375 Koapaka Street, Suite H-425
Honolulu, HI 96819
808-831-7778
FAX: 808-831-7780

Director
Idaho Emergency Services Training
650 W. State Street, Room 324
Boise, ID 83720-0095
208-334-3216
FAX: 208-334-2365

Director
University of Illinois
Fire Service Institute Building
11 Gerty Drive
Champaign, IL 61820
217-333-8926
FAX: 217-244-6790

Director
Fire Services
Public Safety Training Institute
302 W. Washington St., Suite 239
Indianapolis, IN 46204
317-232-2169
FAX: 317-233-0497

Executive Officer
Fire Service Training Bureau
3100 Fire Service Road
Ames, IA 50011-3100
888-469-2374
FAX: 1-800-722-7350

Director Fire Service Training
Division of Continuing Education
University of Kansas
1515 St. Andrews Drive
Lawrence, KS 66047-1625
785-864-4467 or 4790
FAX: 785-864-5074

Program Director
Kentucky Fire Service Training Program
1500 Bypass North US 127
Lawrenceburg, KY 40342
502-839-8488
FAX: 502-839-0810

Director
LSU Fire & Emergency Training Institute
Division of Continuing Education
6868 Nicholson Drive
Baton Rouge, LA 70820
225-766-0600
FAX: 225-765-2416

State Administrator
Fire Training & Education
S.M.T.C.
Fort Road
South Portland, ME 04106-9678
207-767-9556
FAX: 207-767-9678

Director
Maryland Fire & Rescue Institute
University of Maryland
Bldg. 199
College Park, MD 20742-6811
301-226-9960
1-800-275-6374
FAX: 301-314-0686

Director
Massachusetts Firefighting Academy
State Road, Box 1025
Stow, MA 01775
978-567-3114
FAX: 978-567-3229

Director
Michigan Firefighter's Training Council
7150 Harris Drive
Lansing, MI 48913
517-322-3461
FAX: 517-322-6540

State Director of Fire Training
State Colleges & University
Metropolitan State University
1450 Energy Park Drive, Suite 100B
St. Paul, MN 55108-5218
651-649-5411
FAX: 651-649-5409

Director
Mississippi Fire Academy
#1 Fire Academy USA
Jackson, MS 39208
601-932-2444
FAX: 601-932-2819

Associate Director
MO Fire & Rescue Training Institute
University of Missouri-Columbia
201 S. 7th St., Rm. 14
Columbia, MO 65211-1342
573-882-5968
FAX: 573-882-0678

Director
MSU Fire Services Training School
2100 16th Avenue South
Great Falls, MT 59406-4997
406-761-7885
FAX: 406-771-4317

Chief Instructor
State Fire Marshal
Training Division
2410 North Wheeler Ave., Suite 112
Grand Island, NE 68801-2358
308-385-6892 or 6893
FAX: 308-385-6890

Director
Fire Training
State Fire Marshal Division
107 Jacobson Way
Carson City, NV 89711
775-687-6499
FAX: 775-687-5122

Director
NH Division of Fire Standards
NH Fire Academy and Training
33 Hazen Drive
Concord, NH 03305
603-271-6099
FAX: 603-271-1091

Supervisor
Office of Training & Certification
Division of Fire Safety
NJ Dept. of Community Affairs
101 South Broad Street, P.O. Box 809
Trenton, NJ 08625-0809
609-633-6115
FAX: 609-633-6744

Director
NM Firefighters Training Agency
P. O. Box 239
200 Aspen Road
Socorro, NM 87801
505-835-7500
FAX: 505-835-7506

State Fire Administrator
Office of Fire Prevention and Control
NY State Department of State
41 State Street, 12th Floor
Albany, NY 12231
518-474-3590
FAX: 518-474-3240

Deputy Commissioner of Insurance
NC Fire & Rescue Services Division
P. O. Box 26387
Raleigh, NC 27611
919-661-5880, Ext. 244
FAX: 919-662-4670

Executive Director
North Dakota Firefighters Association
6101 Centennial Road
Bismark, ND 58501
701-222-2799
FAX: 701-222-2899

Superintendent
Ohio Fire Academy
Division of State Fire Marshal
8895 East Main Street
Reynoldsburg, OH 43068
614-752-7208
FAX: 614-752-7213

Director
Fire Service Training
1723 West Tyler
Oklahoma State University
Stillwater, OK 74078-8041
405-744-5727
1-800-304-5727
FAX: 405-744-7377

Assistant Director
Board of Public Safety
Standards & Training
550 N. Monmouth Avenue
Monmouth, OR 97361
503-378-2100, ext. 2255
FAX: 503-378-3306

Administrator
Pennsylvania State Fire Academy
State Fire Commissioner's Office
1150 Riverside Drive
Lewistown, PA 17044-1979
717-248-1115, ext. 107
FAX: 717-248-3580

Director
Rhode Island Fire Academy
Division of Fire Safety
24 Conway Ave. Bldg. 42
Quonset/Davisville Industrial Park
North Kingstown, RI 02852
401-294-0861
FAX: 401-295-9092

Superintendent
South Carolina Fire Academy
141 Monticello Trail
Columbia, SC 29203
803-896-9864
FAX: 803-896-9856

Director
Fire Service Training
118 West Capitol
Pierre, SD 57501
605-773-3562
FAX: 605-773-6631

Director Fire Service Program
TN Fire Service and
Codes Enforcement Academy
2161 Unionville/Deason Road
Bell Buckle, TN 37020
931-294-4111
FAX: 931-294-4121

Director
Emergency Services Training Institute
Texas Engineering Extension Service
Texas A & M University
301 Tarrow
Bldg. 95, #8000 MS
College Station, TX 77840-7896
979-845-3059
FAX: 979-847-9304

Director
Utah Fire & Rescue Academy
Utah Valley State College
3131 Mike Jense Parkway
Provo, UT 84601
801-764-7700
FAX: 801-371-0334

Vermont Fire Service Training Council
317 Santorium, East West
Furnace Road
Pittsford, VT 05763
802-483-2755
1-800-615-3473
FAX: 802-483-2464

Director
Fire Training & Education
Department of Fire Programs
James Monroe Building
101 N. 14th Street, 18th Floor
Richmond, VA 23219
804-371-0220
FAX: 804-371-0219

State Fire Marshal
Washington Fire Protection Bureau
210 11th Avenue
P. O. Box 42600
Olympia, WA 98504-2600
360-753-0411
FAX: 360-570-3131

Program Leader
Fire Service Extension
State Fire Training Center
West Virginia University
P. O. Box 6610
Morgantown, WV 26506-6610
304-293-2106
FAX: 304-293-2107

Director
Fire Education & Training
310 Price Place
P. O. Box 7874
Madison, WI 53707
608-266-7289
FAX: 608-266-1690

Training Coordinator
Fire Prevention & Electrical Safety
Herschler Building 1W
122 W. 25th Street
Cheyenne, WY 82002
307-777-7288
FAX: 307-777-7119

NATIONAL FIRE ACADEMY

SCHEDULE OF COURSES

OCTOBER 1, 2004 to SEPTEMBER 30, 2005

The FEMA Form 75-5 General Admissions Application
can be downloaded from the NFA Web site at:
<http://www.usfa.fema.gov/fire-service/nfa/nfa-abt1c.shtm#75-5>

National Fire Academy Application Periods:

The First Semester includes classes scheduled from October 1, 2004 through March 31, 2005.

The Application Period is: May 1 to June 30, 2004.

The Second Semester includes classes scheduled from April 1, 2005 through September 30, 2005.

The Application Period is: November 1 to December 31, 2004.

FIRST SEMESTER
SECOND SEMESTER

Executive Development Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005		APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R123 Executive Development		11/8-19		1/3-14 1/31-2/11	2/28-3/11	3/14-25		4/18-29	5/2-13 5/16-27		7/11-22	8/8-19	9/19-30
R125 Executive Leadership	10/4-15		12/6-17					4/4-15	5/16-27		7/11-22 7/25-8/5	8/22-9/2	9/19-30
R810 Leadership and Administration (VIP)*		11/28-12/3			2/13-18					6/12-17			9/11-16
Management Science Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005		APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R107 Fire Service Communications	10/18-29			1/3-14	2/28-3/11				5/16-27	6/20-7/1		8/8-19	
R331 Organizational Theory in Practice		11/8-19		1/17-28		3/14-25			5/2-13		7/11-22		
R332 Interpersonal Dynamics in Fire Service Organizations	10/4-15		12/6-17	1/31-2/11					5/2-13 5/16-27		7/25-8/5	8/22-9/2	
R824 Management Strategies for Success (VIP)*					2/13-18								9/11-16
Emergency Medical Services Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005		APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R149 Emergency Medical Services: Management of Community Health Risks		11/8-19		1/17-28	2/28-3/11								
R150 Management of Emergency Medical Services	10/18-29			1/3-14									9/19-30
R151 Advanced Leadership Issues in Emergency Medical Services		11/8-19							5/2-13				
R152 Emergency Medical Services: Special Operations	10/18-29			1/3-14		3/14-25						8/22-9/2	
R154 Advanced Safety Operations and Management										6/5-10 (2 sessions)		8/14-19	
R247 Advanced Life Support Response to Hazardous Materials Incidents	10/4-15												9/19-30
R822 Advanced Safety Operations & Management (VIP)*		11/28-12/3			2/13-18					6/12-17			9/11-16

Additional dates: National Fallen Firefighters Memorial Service is October 2-3, 2004

R120 Executive Fire Officer Program Symposium is April 1-3, 2005

FIRST SEMESTER
SECOND SEMESTER

Incident Management Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005		APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R304 Command & Control of Fire Department Operations at Multi-Alarm Incidents	10/4-15		12/6-17	1/31-2/11					5/16-27		7/25-8/5	8/22-9/2	
R306 Executive Analysis of Fire Service Operations in Emergency Management	10/18-29			1/3-14	2/28-3/11			4/4-15		6/20-7/1	7/11-22	8/8-19	9/19-30
R308 Command & Control of Fire Department Operations at Natural & Man-Made Disasters				1/17-28		3/14-25		4/18-29					
R314 Command & Control of Fire Department Operations at Target Hazards*		11/7-12			2/20-25				5/8-13 5/29-6/3				
R317 Command & General Staff Functions in the Incident Command System		11/14-19								6/12-17			9/11-16
R825 Command & Control of Fire Department Operations at Target Hazards (VIP)*					2/13-18								
R831 Command & Control of Incident Operations (VIP)*		11/28-12/3			2/13-18				5/1-6	6/12-17			9/11-16
Planning & Information Management Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005		APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R333 Fire Service Financial Management	10/4-15			1/17-28				4/18-29			7/11-22		
R499 National Fire Incident Reporting Systems				1/3-14						6/20-7/1		8/8-19	
R506 Executive Planning				1/31-2/11 (2 sessions)				4/4-15 (2 sessions)			7/25-8/5 (2 sessions)		
R507 Partnering for Fire & Emergency Services Planning									5/16-27				
R802 Fire Service Planning Concepts for the 21st Century (VIP)*		11/28-12/3								6/12-17			

FIRST SEMESTER							SECOND SEMESTER					
Hazardous Materials Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005	APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R229 Hazardous Materials Operating Site Practices	10/4-15			1/17-28	2/28-3/11						8/8-19	
R233 Chemistry for Emergency Response		11/8-19				3/14-25			6/20-7/1			
R243 Hazardous Materials Incident Management*	10/17-22 10/24-29				2/20-25			5/29-6/3				
Arson Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005	APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R205 Fire/Arson Investigation	10/4-15	11/8-19		1/3-14 1/17-28	2/28-3/11			5/2-13 5/16-27	6/20-7/1	7/11-22	8/8-19 8/22-9/2	9/19-30
R207 Management for Arson Prevention and Control			12/6-17	1/31-2/11					6/20-7/1		8/22-9/2	
R208 Interviewing-Interrogation Techniques and Courtroom Testimony	10/18-29		12/6-17		2/28-3/11		4/18-29			7/25-8/5		9/19-30
R811 Fire Cause Determination for Company Officers (VIP)*		11/28-12/3			2/13-18 2/20-25				6/12-17			9/11-16
Fire Prevention: Management Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005	APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R101 Code Management: A Systems Approach					2/28-3/11						8/22-9/2	
R225 Management of Fire Prevention Programs				1/17-28				5/2-13		7/25-8/5		
R280 Leading Community Risk Reduction	10/18-29	11/8-19	12/6-17	1/3-14		3/14-25	4/4-15		6/20-7/1	7/11-22		9/19-30
R309 Strategic Analysis of Community Risk Reduction			12/6-17	1/31-2/11				5/16-27			8/8-19	
R823 Leading Community Fire Prevention (VIP)*		11/28-12/3							6/12-17			

* Students arrive Saturday evening, begin classes Sunday, graduate Friday afternoon, and leave Saturday morning.

FIRST SEMESTER

SECOND SEMESTER

FIRST SEMESTER							SECOND SEMESTER					
Fire Prevention: Technical Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005	APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R102 Plans Review for Inspectors	10/18-29			1/3-14	2/28-3/11		4/4-15		6/20-7/1		8/8-19	
R108 Evaluating Performance-Based Design					2/20-25			5/29-6/3				
R220 Fire Inspection Principles	10/4-15		12/6-17	1/31-2/11				5/2-13 5/16-27		7/25-8/5		9/19-30
R222 Principles of Fire Protection: Structures and Systems		11/8-19		1/17-28		3/14-25	4/18-29			7/11-22	8/22-9/2	
Fire Prevention: Public Education Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005	APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R116 Presenting Effective Public Education Programs*					2/20-25			5/29-6/3				
R119 Discovering the Road to High Risk Audiences							4/18-29					
R343 Community Education Leadership									6/20-7/1			
R352 Developing Fire & Life Safety Strategies						3/14-25						
R816 Community Education Leadership (VIP)*		11/28-12/3							6/12-17			
R826 Presenting Effective Public Education Programs (VIP)*					2/13-18							9/11-16
Training Programs Curriculum	OCT 2004	NOV 2004	DEC 2004	JAN 2005	FEB 2005	MAR 2005	APR 2005	MAY 2005	JUN 2005	JUL 2005	AUG 2005	SEP 2005
R114 Fire Service Course Design	10/4-15			1/17-28						7/11-22 7/25-8/5		
R342 Training Program Management	10/18-29		12/6-17					5/2-13			8/22-9/2	
R815 Challenges for Local Training Officers (VIP)*					2/13-18							9/11-16

EMERGENCY MANAGEMENT INSTITUTE

The information in this catalog is also available on the Internet at:
<http://training.fema.gov/emiweb/emicourses/catalog2005.asp>

Course dates are available on the Web at:
<http://training.fema.gov/emiweb/emicourses/rclist205.asp>

Emergency Management Institute
16825 South Seton Avenue
Emmitsburg, Maryland 21727
Phone: 301-447-1000 • 1-800-238-3358
Fax: 301-447-1658 (Admissions)
<http://training.fema.gov/emiweb/emicourses/>

Overview

EMERGENCY MANAGEMENT INSTITUTE

Through its courses and programs, EMI serves as the national focal point for the development and delivery of emergency management training to enhance the capabilities of federal, state, local, and tribal government officials, volunteer organizations, and the public and private sectors to minimize the impact of disasters on the American public. EMI curricula are structured to meet the needs of this diverse audience with an emphasis on how the various elements work together in emergencies to save lives and protect property.

Instruction focuses on the four phases of emergency management: mitigation, preparedness, response, and recovery. EMI develops courses and administers resident and non-resident training programs in areas such as natural hazards (earthquakes, hurricanes, floods, dam safety), technological hazards (hazardous materials, terrorism, radiological incidents, chemical stockpile emergency preparedness), professional development, leadership, instructional methodology, exercise design and evaluation, information technology, public information, integrated emergency management, and train-the-trainers.

Approximately 5,500 participants attend resident courses each year while 100,000 individuals participate in non-resident programs sponsored by EMI and conducted by state emergency management agencies under cooperative agreements with FEMA. Another 150,000 individuals participate in EMI-supported exercises, and approximately 1,000 individuals participate in the Chemical Stockpile Emergency Preparedness Program (CSEPP). Additionally, hundreds of thousands of individuals use EMI distance learning programs such as the Independent Study Program. Visit the EMI Web site at:

<http://training.fema.gov/emiweb>

NON-RESIDENT COURSES—COURSES OFFERED BY STATES

A significant portion of our training is conducted by state emergency management agencies, under cooperative agreement with FEMA. Not all of the courses listed in the Non-Resident section of this catalog are offered in each state every year. Contact the appropriate state office of emergency management to obtain dates of course offerings and other information on training activities. The address and phone numbers for state and regional training officers are listed at the back of this catalog.

HIGHER EDUCATION PROJECT

A goal of the Federal Emergency Management Agency (FEMA) is to encourage and support the expansion of emergency management-related education in colleges and universities across the United States. We believe that in the future, more emergency managers in government and the private sector will come to the job not only with a college education, but with a degree in emergency management as well.

Toward that end, EMI has developed a prototype college-level emergency management curriculum outline, consisting of a series of classroom-based, upper division (junior/senior) courses, and is in the process of working with professors around the country to develop these courses for handoff to other colleges and universities.

As courses are developed, they will be made available electronically via the Internet. To review or acquire a copy of any currently available course, use the following Uniform Resource Locator (URL):

<http://training.fema.gov/emiweb/edu>

The emergency management curriculum outlines, as well as a listing of colleges and universities offering emergency management programs or teaching one or more emergency management-related courses, also can be found on the Web site noted above.

Those interested in investigating the development of an emergency management college program are invited to contact the Higher Education project manager:

Higher Education Program
Emergency Management Institute
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, Maryland 21727-8998
(301) 447-1262 or
<http://training.fema.gov/emiweb/edu>

CERTIFIED EMERGENCY MANAGER® (CEM®) PROGRAM

The Emergency Management Institute endorses the Certified Emergency Manager® program, which is administered by the International Association of Emergency Managers. The purpose of this program is to raise and maintain professional standards and certify individuals who have demonstrated basic competencies in the emergency management profession.

Information on the CEM® program can be obtained by contacting the International Association of Emergency Managers at 111 Park Place, Falls Church, Virginia, 22046, by phone at (703) 538-1795, or by e-mail at iaem@aol.com.

CREDIT FOR EMI COURSES

American Council on Education (ACE) Recommendations

Although EMI is not accredited as an academic institution, some EMI courses involve college-level work, and individuals completing these courses may apply to their colleges to receive credit based on having attended the EMI courses. These courses have been evaluated by the ACE College Credit Recommendation Service and recommended for equivalent college credit in the ACE's *Guide to Educational Credit for Training Programs*. Not all courses are recommended for college credit. For those that are, specific information on credit equivalency recommendations from the *Guide* are included in the course descriptions in this catalog under the title "ACE Recommendations."

Level Codes

- LD Lower Division (can apply to associate's degree or first 2 years of bachelor's degree program)
- UD Upper Division (third and fourth year of bachelor's degree program; also can be applied to LD if school agrees)
- G Graduate Program

Continuing Education Units (CEUs) Granted

Continuing Education Units (CEUs) are granted to course participants seeking these credits toward a program which an individual needs for maintaining specific knowledge, skills, and abilities. The number of CEUs is based on successful completion of a course which grants 1 CEU per 10 **contact** hours of an organized training experience under sponsorship by an institute such as the EMI. Records of participation are maintained permanently and issued from the NETC Admissions Office upon request. Each course description includes the CEUs.

FEMA is an authorized provider that ensures that the training received meets all criteria under the International Association of Continuing Education and Training.

Continuing Education Credits (CECs)

Continuing Education Credits (CECs) are awarded by the Association of State Floodplain Managers (ASFPM) for classes taken to advance the professional development of floodplain managers and those working with floodplain management issues. As part of their Certified Floodplain Manager (CFM) program, the ASFPM awards these credits to recognize and track the continued development and growth of the floodplain manager's skills through training. There are two types of ASFPM CEC credits: core and parallel. Core floodplain management subjects are those that are directly related to the field of floodplain management. Continued study in these subjects is an important part of maintaining CFM status. Parallel floodplain management subjects are those that are indirectly related to the field of floodplain management.

College Credit for Independent Study Courses

EMI Independent Study courses are reviewed annually for college credit through a nationally accredited college or university. For more information, contact:

FEMA Independent Study Program (College Credit)
Emergency Management Institute
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, Maryland 21727-8998

Military reserve personnel may earn retirement points for completing EMI Independent Study courses. Refer to the Independent Study section of this catalog for details (page 178).

The Independent Study courses can be accessed on the Internet at:

<http://training.fema.gov/emiweb/is/>

OUTLINE OF CATALOG AND COURSE CODING

The catalog is divided into sections to make it user friendly. The Overview section provides information on the campus and facilities, special projects (Higher Education, etc.)

The General Information section provides information relative to the Application, Registration, Attendance, Costs and Stipends, Foreign Applicants, Travel, Lodging, Food Services, etc., and maps with descriptions for NETC.

The courses are divided into Resident and Non-Resident sections: Mitigation, Readiness and Technology, Professional Development, Disaster Operations and Recovery, Integrated Emergency Management, and Independent Study.

To identify where the different courses are offered, the following course codes are used:

B	Resident courses held at Noble Training Center
E	Resident courses held at the NETC campus
G	Field-delivered courses
IS	Independent Study courses
L	Resident courses held off-site
K	Self-paced training using the World Wide Web (Master Trainer Program–Evaluation of Training)

NOBLE TRAINING CENTER (NTC), FORT McCLELLAN/ANNISTON, ALABAMA

The Noble Training Center (NTC) (Fort McClellan) is located in Anniston, Alabama, between the cities of Oxford and Jacksonville, in Calhoun County. This northeastern area of Alabama generally has a mild climate. The area formerly known as Fort McClellan is still used by the Alabama National Guard and the Army Reserve as a military training area.

Smoking/Alcohol

Smoking in federal facilities is prohibited. Each building has a designated outdoor smoking area. Alcoholic beverages are not permitted on the premises.

Weapons

Firearms and other personal weapons are not required for training and are not authorized at the NTC.

Transportation of any weapon onto the federal facility or possession of any weapon on NTC property is cause for immediate dismissal from training and notification of local law enforcement agencies.

Lodging

Lodging will be provided onsite to eligible participants at no cost to you or your organization.

Meals

Depending on the course, student expenditures are very similar to those at EMI, but procedures and amounts may vary during the FY 2005 transition period. Your acceptance letter will outline the specific course amounts, methods of payment, etc.

NOTE: Onsite transportation is provided to and from all training areas and support facilities at NTC on a scheduled basis.

Dress Code

Attire for training is business casual during course hours. During outdoor training, participants should consider wearing clothing suitable for the weather conditions and training activity.

Security

All personnel entering NTC should become familiar and comply with the security regulations and instructions. All personnel will walk through a metal detector, and both personnel and packages are subject to search and inspection. All students will display their student badge (identification) at all times while inside the facility.

Recreation

Fitness Facilities

There are two fitness facilities available for your use. These facilities are owned and operated by the City of Anniston. NTC has an agreement with the city to provide courtesy passes for applicants attending training.

The Truman Gym is open daily until 9 p.m. The following activities are available at Truman Gym: heated indoor pool, racquetball, sauna, Nautilus room, free-weight room, and basketball.

The Fitness Center is located 1 mile from NTC. The center is open daily until 6:30 p.m. The following activities are available at the Fitness Center: Nautilus, sauna, sauna-vibe massage, cardio room, and free weights.

There is also an 18-hole golf course currently at the NTC site. The golf course is currently owned and operated by the city of Anniston. It includes a pro shop and clubhouse which serves food and beverages.

Banking Facilities

The Fort McClellan Credit Union has an ATM located in the shopping area (Commissary and PX complex). There are numerous other banking institutions within the local area.

Travel

NOTE: *You must first receive an acceptance letter from the NETC Admissions Office before making any travel arrangements.*

Privately-Owned Vehicles

Driving directions to NTC are provided below. Your acceptance letter will outline the method and rate of reimbursement.

Air Travel

Your acceptance letter will contain specific instructions on making airline reservations. Arrangements should be made with your flight arriving at Hartsfield Atlanta International Airport. For security purposes, be prepared to show a photo ID. Transportation to NTC will be provided via shuttle bus to/from the airport. Please call (256) 741-3600 to reserve a seat on the shuttle bus.

In case of emergency or travel difficulties, please call the Noble Training Center at (256) 741-3600.

GENERAL DIRECTIONS TO NOBLE TRAINING CENTER

The Noble Training Center (NTC) is approximately 90 miles west of Atlanta, Georgia, and 60 miles east of Birmingham, Alabama. If traveling from the east, west, or south, the best access is Interstate 20 to Exit 185 in Oxford, then north on Alabama Highway 21 for approximately 7 miles. From the north, the I-59 to U.S. 431 South to Alabama Highway 21. Turn left on Highway 21 North and travel approximately 3 miles. The entrance is Baltzell Gate-Fort McClellan.

From Birmingham airport:

1. From the Birmingham Airport, take I-20 East from Birmingham.
2. Take I-20 East to exit 185 OXFORD-ANNISTON (Ala 21) (about 60 miles).
3. Upon exiting, you will be in Oxford, Alabama. Continue north on Ala 21 into Anniston. Proceed through Anniston to Fort McClellan.
4. After driving on Ala 21 for about 8 miles, you will see the Fort fence on your right. You will pass two closed gates. You will come to a signalized intersection (EXXON station on left). Proceed through this intersection and KEEP RIGHT.
5. Turn right onto Baltzell Gate Road. Follow Baltzell and parallel the golf course. You will pass the clubhouse on your left.
6. At the intersection (TEE), turn left onto FEDERAL WAY and proceed up the hill. Watch for the blue and white signs for FEMA/Noble Training Center which will be on your right on CARE DRIVE. Park in northeast lot. Go to glass door (under FEMA sign).

WATCH FOR THE BLUE AND WHITE SIGNS MARKING THE ROUTE TO NTC ON BALTZELL GATE ROAD.

If you need additional directions, please call Noble Training Center at (256) 741-3600.

From Atlanta airport:

1. At your car rental agency, ask for directions from the airport to CAMP CREEK PARKWAY.
2. Take CAMP CREEK PARKWAY to I-20 West (about 13 miles).
3. Take I-20 West to exit 185 OXFORD-ANNISTON (Ala 21) about 75 miles.
4. Upon exiting you will be in Oxford, Alabama. Continue north on Ala 21 into Anniston. Proceed through Anniston to Fort McClellan.
5. After driving on Ala 21 for about 8 miles, you will see the Fort fence on your right. You will pass two closed gates. You will come to a signalized intersection (EXXON station on left). Proceed through this intersection and KEEP RIGHT.
6. Turn right onto Baltzell Gate Road. Follow Baltzell and parallel the golf course. You will pass the clubhouse on your left.
7. At the intersection (TEE), turn left onto FEDERAL WAY and proceed up the hill. Watch for the blue and white signs for FEMA/Noble Training Center which will be on your right on CARE DRIVE. Park in northeast lot. Go to glass door (under FEMA sign).

WATCH FOR THE BLUE AND WHITE SIGNS MARKING THE ROUTE TO NTC ON BALTZELL GATE ROAD.

If you need additional directions, please call Noble Training Center at (256) 741-3600.

WORLD WIDE WEB ADDRESSES

FEMA	http://www.fema.gov
EMI	http://training.fema.gov/emiweb
Higher Education	http://training.fema.gov/emiweb/edu/
EENET	http://training.fema.gov/emiweb/eenet/
LRC	netclrc@dhs.gov (e-mail) www.lrc.fema.gov (online card catalog)
Independent Study	http://training.fema.gov/emiweb/is/
USFA/NFA	http://www.usfa.fema.gov
FEMA Form 75-5	www.training.fema.gov/emiweb/emicourses
EMI Catalog	http://training.fema.gov/emiweb/emicatalog1/menu/index.html
CSEPP	www.ornl.gov/emc/cseppweb/femacsepphome.html
CD Videos and CD-ROMS	http://www.ntis.gov
National Alert Training News	http://training.fema.gov
Master Trainer Program	http://training.fema.gov/emiweb/mtp

General Information

Eligibility

To take a course at EMI, applicants must meet the selection criteria and prerequisites specified for each course. Participants may not take the same course more than once.

Enrollment in EMI courses is generally limited to U.S. residents; however, each year a limited number of international participants are accommodated in EMI courses. (See Foreign Applicants, page 110.)

Application Procedures

The form used to apply to take an EMI course is the General Admission Application Form (FEMA Form 75-5, dated July 2000). *Only the July 2000 version of the FEMA Form 75-5 can be accepted.* The other versions will be returned. A copy of the July 2000 form is included at the back of this catalog, and it may be duplicated. Additional forms can be downloaded from the EMI Web site (www.training.fema.gov/emiweb/EMICourses) or obtained from state and local emergency management offices, FEMA regional offices, or the NETC Office of Admissions. The addresses for the state/local emergency management offices and the FEMA regional offices are listed at the back of the catalog. **Please fill out all blanks on the application form completely or it will be returned.**

Applications must be coordinated, reviewed, and approved by:

- The head of the applicant's sponsoring organization,
- The emergency management office of the applicant's state, and
- The NETC Admissions Office.

EMI's National Enrollment System

EMI will use a National Enrollment System of two terms with a prescribed application period for each term.

Winter Term 2005—For courses to be conducted from October 2004 through March 2005, the application period is May 1 through June 30, 2004.

For Courses Beginning	Application Period	Applicants to be Notified
October 1, 2004–March 30, 2005	May 1–June 30, 2004	By August 30, 2004
April 1–September 30, 2005	November 1–December 31, 2004	By February 28, 2005

After each application period:

- NETC staff will review the applications and notify applicants regarding their status as noted above.
- EMI will post any remaining vacancies on the EMI Web site (www.training.fema.gov/emiweb/emicourses) and interested personnel may continue to apply. EMI will fill vacancies on a first-come, first-served basis. (**Note:** for IEMC vacancies by position consult the IEMC Web site at www.training.fema.gov/emiweb/iemc/).

Attendance/Substitution/Cancellation

Once accepted, participants are expected to attend all sessions of each course, seminar, or workshop. Those who do not attend all sessions will not receive course completion certificates and will not be reimbursed under the Student Stipend Program.

If an organization must cancel an accepted participant, the organization may request substitution of an equally qualified person. This request must be made **in writing** at the same time as the cancellation and must be accompanied by a completed General Admissions Application Form for the substitute. *Requests for substitutions for EMI courses must be submitted through the applicable state emergency management office.* If a last-minute cancellation is necessary, please call the NETC Admissions Office at (301) 447-1035 or (800) 238-3358 (extension 1035). A fax may be sent to (301) 447-1658; e-mail address is netc-admissions@dhs.gov.

Dress Policy

When attending EMI classes, it is each participant's responsibility to use good judgment in selecting attire that projects a professional image and is appropriate for both the local climate differences and classroom activities. If EMI staff determine that a participant's attire is inappropriate, the participant will be required to change into more appropriate clothing before being allowed to continue class.

Costs/Stipends/Reimbursements

There are no tuition fees for EMI on-campus or off-site courses. All instruction, course materials, and housing (for most participants) are provided at no cost. Participants from other countries, other federal agencies, and most participants from private industry or contractors to state, local, or tribal governments must pay their own transportation and lodging fees. All participants are responsible for the cost of cafeteria meals provided and for personal, incidental expenses.

Stipend reimbursement is limited to three trips for each participant per fiscal year. You must purchase a 21-day pre-purchased, nonrefundable ticket for round-trip transportation by common carrier (economy, coach class, or less). First class and business class airline tickets will not be reimbursed. If you are notified in enough time to purchase the 21-day ticket and do not do so, your reimbursement will be limited to the state ceiling as established by NETC. If you choose to drive, you will be reimbursed the current Privately Owned Vehicle (POV) federal mileage allowance or the state ceiling, whichever is less.

Reimbursement will be made by direct deposit to your personal account (please provide a copy of a check). You are responsible for reimbursing your organization.

If you have questions about your eligibility to receive a stipend, please call (301) 447-1035.

Foreign Applicants

EMI often receives inquiries from citizens and officials of foreign countries. EMI courses are generally available to U.S. citizens only. Most EMI resident courses expect attendees to have full knowledge of, and experience with, U.S. governmental and political systems and are based on U.S. specific legislation, regulations, and systems. Thus, most EMI courses are not appropriate for foreign participants.

While EMI cannot generally accommodate international participants in its resident courses, it occasionally sends faculty to other nations to deliver emergency management training on-site. All expenses for such training must be paid by the host nation. For more information, write to:

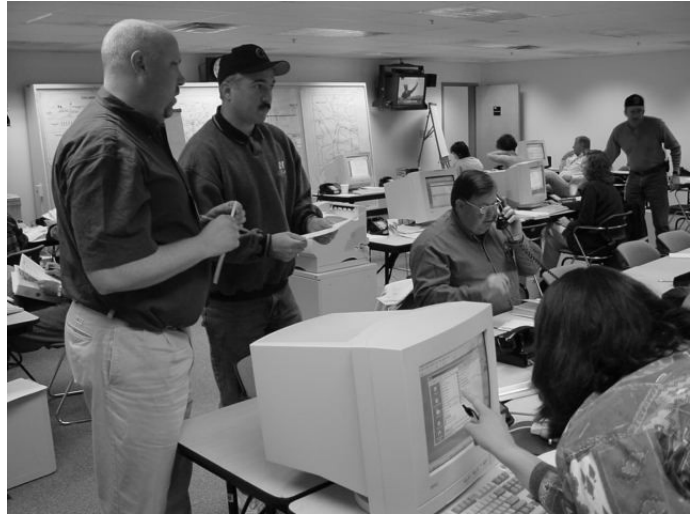
Superintendent
Emergency Management Institute
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, Maryland 21727-8998

International participants are occasionally accepted to attend EMI resident courses on a space-available, fee-pay basis. To be considered for such an exception, applications from foreign individuals must meet the following conditions:

- The application must come from and be endorsed by an appropriate component of the national government of the applicant's home nation. Applications are generally routed through the appropriate embassy.
- The applicant must be a government employee with official emergency management responsibilities pertinent to the course which he/she is requesting to attend. The official endorsement must describe these responsibilities, their relationship to the course requested, and a compelling need to attend EMI to receive the required training.
- Because language translation is not provided on campus, participants must be fluent in reading, writing, and speaking English.

Completed applications should be sent to:

Admissions Office, Room I-216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, Maryland 21727-8998
(301) 447-1035
(301) 447-1658 (fax)
netc-admissions@dhs.gov (e-mail)



Mitigation Curriculum

The Mitigation curriculum provides training for federal, state, local, and tribal government, and private sector employees who are working to eliminate or reduce the long-term risk to human life and property posed by earthquakes, floods, tornadoes, dam failures, landslides, hurricanes, and other natural hazards.

The curriculum includes courses, workshops, and seminars of varying lengths. Resident offerings generally last 4½ days while field courses last 1 to 2 days. Some offerings are appropriate only for resident delivery because they require instruction by representatives of a number of federal agencies and facilitators located in the Washington, DC, area.

Many of the courses offered in this curriculum area directly support the training requirements of federal programs, such as the National Flood Insurance Program (NFIP), the National Hurricane Program, and the National Earthquake Hazards Reduction Program (NEHRP). Participants in these courses learn about program regulations and policies and are provided with the tools and techniques for implementing mitigation strategies.

Resident Courses

Organizing and Sustaining Citizen Corps (E125)

This course is designed to provide a pathway to success for those with responsibility for the development, organization, or implementation of a Citizen Corps council. This highly interactive class provides participants with the opportunity to apply creative and relevant course information to their communities while at the training, so the participant leaves with a plan for organizing and

sustaining their Citizen Corps council in their own community. This training is also applicable for any of the individual Citizen Corps organizations, CERT, Medical Reserve Corps, Volunteers in Police Services, or Neighborhood Watch programs.

Selection Criteria:

Prerequisites:

Course Length: 4 days

CEUs: To be determined.

Advanced HAZUS Multi-Hazard (MH) for Hurricane (E170)

This course is designed to provide in-depth instruction on the use of HAZUS-MH for advanced applications related to wind-loss modeling. The HAZUS-MH Hurricane Model allows users in the Atlantic and Gulf Coast regions of the United States to estimate hurricane winds and potential damage and loss to residential, commercial, and industrial buildings. It also allows users to estimate direct economic loss, post-storm shelter needs, and building and tree debris quantities. Detailed lessons include: Hurricane Hazard Methodology, Deterministic and Probabilistic Analysis, Mitigation Analysis, Building Damage and Loss, Shelter and Debris Models, Advanced Spatial Queries, and Combined Hurricane and Flood Analysis.

Selection Criteria: The audience for this course includes state and local emergency managers and GIS specialists, state and local planners, regional personnel responsible for wind mitigation and response activities, and other federal agencies. A strong working knowledge of ArcGIS is recommended.

Prerequisites: E313, *Basic HAZUS Multi-Hazard* course, E307, *Basic HAZUS* course, any field or resident version of a HAZUS course, or previous or current use of HAZUS or ArcGIS software in performing your job.

Course Length: 3½ days
CEUs: 2.5

Advanced HAZUS Multi-Hazard (MH) for Flood (E172)

This course is designed to provide in-depth instruction on the use of HAZUS-MH for advanced applications related to flood-loss modeling. The HAZUS-MH Flood Model is capable of assessing riverine and coastal flooding. It estimates potential damages to all classes of buildings, essential facilities, transportation lifelines, utility lifelines, vehicles, and agricultural crops. The model addresses building debris generation and shelter requirements. Direct losses are estimated based on physical damage to structures, contents, and building interiors. The effects of flood warning are taken into account, as well as flow velocity effects. The Flood Information Tool (FIT) allows users to prepare local flood hazard and other pertinent data for use in the HAZUS-MH. Detailed lessons include: Riverine and Coastal Hazard Methodology, FIT, Damage Functions, “What-if” Analysis, and Advanced Spatial Queries.

Selection Criteria: The audience for this course includes state and local emergency managers and GIS specialists, state and local planners, regional personnel responsible for flood mitigation and response activities, and other federal agencies. A strong working knowledge of ArcGIS and Spatial Analyst is recommended.

Prerequisites: E313, *Basic HAZUS Multi-Hazard* course, E307, *Basic HAZUS* course, any field or resident version of a HAZUS course, or previous or current use of HAZUS or ArcGIS software in performing your job.

Course Length: 3½ days
CEUs: 2.5

Advanced HAZUS Multi-Hazard (MH) for Earthquake (E174)

This course is designed to provide in-depth instruction on the use of HAZUS-MH for advanced applications related to earthquake-loss modeling. The HAZUS-MH Earthquake Model, an updated and enhanced version of HAZUS99-SR2, continues to provide loss estimates of damage and loss to buildings, essential facilities, transportation lifelines, and utility lifelines, and population based on scenario or probabilistic earthquakes. The model addresses debris generation, fire-following, casualties, and shelter requirements. Direct losses are estimated based on physical damage to structures, contents, inventory, and building interiors. It also includes the new Advanced Engineering Building Model (AEBM) for single and group building mitigation analysis. Detailed lessons include: Building Vulnerability, Facility Inventory, Lifeline Inventory and Vulnerability, AEBM, Average Annual Loss, and Advanced Spatial Queries.

Selection Criteria: The audience for this course includes state and local emergency managers and GIS specialists, state and local planners, regional personnel with responsibility for earthquake mitigation and response activities, and other federal agencies with risk assessment responsibilities. A strong working knowledge of ArcGIS is recommended.

Prerequisites: E313, *Basic HAZUS Multi-Hazard* course, E307, *Basic HAZUS* course, any field or resident version of a HAZUS course, or previous or current use of HAZUS or ArcGIS software in performing your job.

Course Length: 3½ days
CEUs: 2.5

HAZUS Multi-Hazard (MH) for Post-Disaster Mitigation Planning (E179)

This course is designed to teach participants how to use HAZUS-MH for damage and loss estimation following a disaster.

Selection Criteria: FEMA Mitigation staff, Mitigation DAEs, and State Building Science, and GIS professionals. A strong working knowledge of ArcGIS with spatial analyst extension is recommended.

Prerequisites: None.

Course Length: 4 days
CEUs: 2.8

Introduction to ArcGIS for HAZUS-MH Users (E190)

This course is designed to provide the essential ArcGIS skills and knowledge to effectively use the HAZUS-MH software. The course combines lectures with hands-on exercises that present practical examples of how to use GIS for disaster mitigation and response. Course topics will include an introduction to GIS concepts; tools for symbolizing data; tools for querying and analyzing data; data management; manipulating tabular data; understanding coordinate systems; basic editing; spatial data adjustment; geocoding; and a survey of some of the advanced options provided by ArcGIS and the Spatial Analyst extension through the use of geodatabases and raster data. The course will conclude with an introduction to HAZUS-MH with a focus on how to apply the tools and techniques covered in the proceeding sections of the class.

Selection Criteria: This course is intended for the following: state and local emergency managers; state and local GIS specialists responsible for risk assessment activities; regional personnel responsible for mitigation and response activities; other federal agencies with a need to conduct risk assessment; and state and local planners.

The need to attend this training must be documented in block 16 of the application. Participants must currently use or be planning to

use GIS and HAZUS. Applicants will be enrolled on a first-come, first-served basis.

Prerequisites: None.

Course Length: 3½ days
CEUs: 2.5

Mitigation Field Operations (E207)

This course is designed to provide FEMA mitigation staff with a practical, performance-oriented learning environment that enables them to accomplish their assigned roles in integrating mitigation into disaster response and recovery operations.

Selection Criteria: FEMA regional mitigation staff and FEMA Headquarters mitigation staff. Space also will be available for nonmitigation staff. This course is not intended to be an introductory course for those very new to FEMA. Staff attending this course should have general knowledge of mitigation and FEMA's structure. A statement verifying the above qualifications should be included in block 16 of the application form.

Course Length: 3½ days
CEUs: 2.5

Digital Hazard Data (E234)

This course is designed to give floodplain and emergency management personnel the necessary skills and knowledge to use digital flood data and other hazard data. It is *not* intended to make participants technically proficient (experts) in the hands-on use of Geographic Information Systems (GIS). Participants must have basic computer skills and literacy, including knowledge of Windows. Advanced users should be aware that many *basic* GIS concepts will be included in course content and exercises. This training supports FEMA's conversion of the paper flood insurance rate maps to a computerized format.

Selection Criteria: The audience for this course consists of state and local floodplain and emergency management personnel, regional personnel with National Flood Insurance Program responsibilities, personnel from other

federal agencies involved in floodplain and emergency management, and state and local planners. Individuals who are not in manager/planner positions may apply if the need to attend this training is documented in block 16 of the application.

Prerequisites:

Required: Participants must be able to do the following.

1. Read and interpret the Flood Insurance Rate Map.
2. Use, or be planning to use, GIS.
3. Use a personal computer and Windows 95.

A statement verifying the above qualifications should be included in block 16 of the application form.

Recommended: None.

Course Length: 4 days

CEUs: 2.8

CECs: 6 (parallel)

Cooperating Technical Partners Course (E238)

This course is designed for Cooperating Technical Partners (CTP): individual communities or regional or state agencies responsible for flood hazard identification and/or floodplain management participating with FEMA in the flood mapping process. The course is designed to prepare partners to successfully implement NFIP mapping activities and produce flood map products under the CTP initiative through information dissemination, practical application exercises, and evaluation of learning objectives in an interactive atmosphere.

Selection Criteria: Federal, state, and local staff responsible for implementing and overseeing the Cooperating Technical Partners initiative. Participants should have working knowledge and experience in implementation of local floodplain management and processes related to flood hazard mapping under the NFIP.

Prerequisite: Participants must represent a partner that has signed a CTP Memorandum of

Agreement or is in the final stages of signing an Agreement.

Course Length: 4½ days

CEUs: 3.1

Hazard Mitigation Grant Program/Flood Mitigation Assistance (HMGP/FMA) Grants Administration Course (E260)

This course is for state and FEMA personnel responsible for managing grants awarded under FEMA's mitigation programs. Participants will gain the knowledge necessary to execute their financial responsibilities, including monitoring, reporting, and closeout, in accordance with applicable law, regulations, and guidance governing these programs.

Selection Criteria: State and federal staff involved with the HMGP/FMA Grants Program. A statement verifying the above qualifications should be included in block 16 of the application form.

Course Length: 4 days

CEUs: 3.1

CECs: 6 (parallel)

Managing the Hazard Mitigation Grant Program (HMGP) for States (E263)

This course is designed to cover the basic programmatic aspects of the Hazard Mitigation Grant Program (HMGP). The course will complement other more advanced HMGP-related training such as the HMGP/FMA Grants Administration Course, NEPA training, and benefit-cost training.

Selection Criteria: State and FEMA regional staff with responsibilities for administration, implementation, and oversight of the HMGP. A statement verifying the above qualifications should be included in block 16 of the application form.

Course Length: 4 days

CEUs: 1.3

Managing Floodplain Development Through the National Flood Insurance Program (NFIP) (E273)

This course is designed to provide an organized training opportunity for local officials responsible for administering their local floodplain management ordinance. The course will focus on the NFIP and concepts of floodplain management, maps and studies, ordinance administration, and the relationship between floodplain management and flood insurance.

Selection Criteria: Local officials responsible for administering local floodplain management ordinances, including but not limited to floodplain management administrators, building inspectors, code enforcement/zoning officers, planners, city/county managers, attorneys, engineers, and public works officials. Federal/state/regional floodplain managers also are encouraged to attend. The course is designed for those officials with limited floodplain management experience. Attendance will be limited to two participants from any state for each offering.

Course Length: 4 days
CEUs: 3.1
CECs: 12 (core)

Benefit-Cost Analysis: Entry-Level Training (E276)

This course is designed as an introduction to the fundamental concepts of benefit-cost (BC) analysis. Participants will learn how to obtain BC data and conduct analyses using the basic versions of the riverine and coastal A-zone software modules. This course will not teach how to conduct level-two BC analyses.

Selection Criteria: The target audience is FEMA and state hazard mitigation officials. Other personnel involved in conducting BC analyses may also apply.

Prerequisites:

Required: Participants must have knowledge of mathematics (basic algebra and percentages) and computers (Windows and spreadsheet programs).

Recommended: Familiarity with basic mitigation terminology is suggested.

Course Length: 2½ days
CEUs: 1.3
CECs: 12 (core)

National Flood Insurance Program/Community Rating System (NFIP/CRS) (E278)

This course covers the CRS, a nationwide initiative of FEMA's National Flood Insurance Program. It describes activities eligible for credit under CRS, how a community applies, and how a community modifies an application to improve its classification.

Selection Criteria: FEMA regional office staff, NFIP state coordinators, regional planning officials, local and tribal government officials, those performing floodplain management services for local governments, and others interested in learning about the CRS in order to provide technical assistance to communities seeking to apply for CRS credit. Attendance will be limited to two participants from any one community per fiscal year.

Prerequisites:

Required: None.

Recommended: The course is designed for those officials with some floodplain management experience.

ACE Recommendation:

Credit Hours: 2 Semester Hours
Level: LD or UD
Curricula: Public Administration or Emergency Management

Course Length: 4 days
CEUs: 2.9
CECs: 12 (core)

Retrofitting Flood-Prone Residential Buildings (E279)

This course is designed to provide engineering and economic guidance on what constitutes proper retrofitting techniques for flood-prone residential structures. The course will focus on the concepts of floodproofing, regulatory framework, controlling parameters, design practices, and benefit, cost, and technical feasibility analysis. There is a case study design exercise and a written examination.

Selection Criteria: The audience comprises engineers and architects, and building code, floodplain management,* hazard mitigation,* planning,* zoning,* and public works officials.*

* This course is intended for those with engineering, architectural, or building science knowledge.

Prerequisites:

Required: None.

Recommended: It is recommended that participants complete IS-279. Please see the Independent Study curriculum in this catalog to order IS-279.

ACE Recommendation:

Credit Hours: 2 Semester Hours
Level: UD
Curricula: Civil Engineering, Emergency Management, or Resource Economics

Course Length: 4½ days

CEUs: 2.9

CECs: 12 (core)

HAZUS Multi-Hazard/DMA 2000 Risk Assessment (E296)

This training focuses on HAZUS-driven risk assessment methodology, data requirements, and applications to assist local communities and other organizations in addressing their disaster-related risk assessment needs. The 3-day EMI HAZUS-driven risk assessment course will involve technical presentations on risk assessment methodology and hands-on exercises

using HAZUS-MH. The course will cover the following topics:

- Risk assessment methodology and HAZUS-MH software
- Steps associated with Hazard Identification and Prioritization
- Key steps involved in inventory identification and enhancement
- Key steps involved in completing the hazard risk assessment and analysis
- Risk assessment outputs and their uses
- HAZUS-driven risk assessment methodology used for “other” disaster scenarios and how HAZUS software can support these efforts.

Selection Criteria: The audience for this course includes FEMA regional staff and state and local emergency management planners.

Prerequisites:

Required: E313, *Basic HAZUS-MH* course and E317, *Comprehensive Data Management for HAZUS-MH*.

Recommended: E308/L308, *Using HAZUS for Mitigation Planning*.

Course Length: 3 days

CEUs: 1.8

Using HAZUS in Mitigation Planning (E308)

This course provides a focus on how HAZUS can help a local community or a county identify, support, and develop strategies, programs, and actions to accomplish effective earthquake hazard mitigation.

Selection Criteria: State, tribal, and local government elected officials, decision makers, and mitigation planners.

Course Length: 2 days

CEUs: 1.2

Basic HAZUS Multi-Hazard (MH) (E313)

This course is designed to provide federal, state, and local Geographic Information Systems (GIS) specialists in emergency management with the skills and knowledge to use HAZUS-MH, the nationally applicable standardized methodology and software program that contains models for estimating potential losses from earthquakes, floods, and hurricanes. HAZUS-MH uses state-of-the-art GIS software (ArcGIS) to map and display hazard data, and the results of damage and economic loss estimates for buildings and infrastructure, allowing users to estimate the impacts of hurricanes, floods, and earthquakes to populations.

Selection Criteria: The audience for this course includes state and local emergency managers and planners, GIS specialists responsible for risk assessment activities, regional personnel responsible for earthquake, wind, and flood mitigation and response activities, and other federal agencies with a need to conduct risk assessment. They must have a strong working knowledge of multi-hazard applications of HAZUS toward mitigation, recovery, and risk management.

Prerequisites:

Required: Participants must be able to do the following:

1. Use a personal computer and Windows.
2. Use GIS.
3. Have GIS experience.
4. Be involved in updating the HAZUS database in their region.

Recommended: ESRI On-line GIS Tutorial and Introduction to ArcView 8.2, and E190, *Introduction to ArcGIS for HAZUS-MH Users*.

Course Length: 4 days
CEUs: 2.8

Comprehensive Data Management for HAZUS Multi-Hazard (MH) (E317)

This course is designed to provide in-depth instruction on collecting and processing high-resolution hazard inventory data and integrating the data into HAZUS MH. Detailed lessons include: Data Availability, Modification and Costs, Importing BIT and InCast Files, Developing Point, Polyline and Polygon data, FIT, and Comparing Analyses.

Selection Criteria: The audience for this course includes federal, state, and local GIS specialists in emergency management who are involved in flood and other hazard assessment or managing multi-hazard databases and GIS information. A strong working knowledge of ArcGIS with Spatial Analyst extension is recommended.

Prerequisites: E313, *Basic HAZUS Multi-Hazard* course, E307, *Basic HAZUS* course, any field or resident version of a HAZUS course, or previous or current use of HAZUS or ArcGIS software in performing your job.

Course Length: 3½ days
CEUs: 2.5

Multi-Hazard Building Design Summer Institute (MBDSI)

Earthquake Protective Design (E330) Wind Protective Design (E331) Fire Safety Design (E333) Dam Safety Design (E335)

The Multi-Hazard Building Design Summer Institute (MBDSI) is intended to provide up-to-date technical information on building design for the faculty of engineering or architectural colleges. It is intended that faculty members incorporate this information into their curriculum in order to train the architects and engineers of the future in the proper approaches to mitigating natural hazards. The MBDSI is organized to allow participants to attend two courses over a 2-week period.

Selection Criteria: The MBDSI is available to the faculty of engineering or architectural colleges; others will be permitted to attend on a space-available basis. Those not holding architectural or engineering faculty positions will be admitted on a first-come, first-served basis beginning on June 15, 2005. All who attend must possess the appropriate graduate- or post-graduate-level degrees in structural or civil engineering or architecture. Any exceptions to this requirement must be approved by the course manager.

Participants requesting to attend both weeks of the MBDSI are given preference over those desiring to attend only 1 week of the Institute.

Course Length: 4 days

CEUs: 2.9 to 3.1 (depending on course).

Mitigation for Tribal Officials (E344)

This course provides Tribal members and their representatives with an overview of FEMA's mitigation programs, to outline tribal mitigation responsibilities, and to discuss opportunities for achieving mitigation successes. The course will cover mitigation planning, the National Flood Insurance Program (NFIP), and mitigation grant programs.

Selection Criteria: The course will be limited to federally recognized tribal members and their representatives.

Prerequisites:

Required: None.

Recommended: Participants should be familiar with emergency management principles and operations and/or mitigation publications and brochures.

Course Length: 4 days

CEUs: 2.8

Multi-Hazard Emergency Planning for Schools Train-the-Trainer (TTT) (E362)

This course provides participants with the knowledge, skills, and tools needed to develop all-hazard school emergency operation plans for school emergencies. The course focuses on the four phases of emergency management and explains how to use the Incident Command System (ICS) as the foundation for a school emergency response plan. By using ICS, school personnel will be able to coordinate their emergency activities with outside agencies in response to any situation. The course is divided into seven units:

- Unit 1: Course Overview and Introduction
- Unit 2: What is Emergency Management
- Unit 3: Emergency Operations Planning
- Unit 4: Training and Testing the Plan
- Unit 4A: Planning for a Terrorist Incident
- Unit 5: Final Exercise
- Unit 6: Course Summary

This combined train-the-trainer will present course content and “how to teach” the Multi-Hazard Emergency Planning for Schools (G362) course in the field.

Selection Criteria: This course is for state and local training teams. Teams consist of **ONE** team member from the following area designated by each bullet (●):

- Representative of state Department of Education
- Representative of school district, such as
 - District administrator or school board member
 - School principal or assistant principal
 - District or school risk manager
 - District or school plan facility engineer/manager
 - District resource officer or school resource officer
 - School counselor or psychologist
 - Secretary
 - Transportation coordinator
- Representative of emergency management

- Representative of law enforcement
- Representative of fire service
- Representative of medical services
- Representative of public health

Course Length: 4 days

CEUs: 2.8

Residential Coastal Construction (E386)

This course is designed to train participants on FEMA's *Coastal Construction Manual*. This manual is the primary, state-of-the-art reference for planning, designing, and constructing residential structures in the various coastal environments.

Selection Criteria: The target audience is engineers, architects, and building code officials. Floodplain management, hazard mitigation, planning, and building officials with building science knowledge may also apply.

ACE Recommendation:

Credit Hours: 2 hours

Level: UD

Curricula: Coastal Residential Construction Practices, Emergency Management Hazard Mitigation Techniques, or Civil Engineering

Course Length: 4½ days

CEUs: 2.9

CECs: 12 (core)

Community Emergency Response Team (CERT) Train-the-Trainer (TTT) (E417)

Introduces participants to the CERT concept of preparing civilians to proactively organize and train for a disaster. The course covers administrative considerations for implementing the program. It prepares trainers to teach the CERT material by demonstrating instructional methods.

Participants return to their community to help organize CERT teams in the community's neighborhoods and businesses. They offer teams preparedness and response training. They help maintain teams by providing support and using teams as part of the community's emergency response capability. More information about CERT is available on the Web at www.training.fema.gov/emiweb/cert/index.asp.

Selection Criteria: Participants represent the sponsoring agency that is implementing the CERT program in their community. Typically, participants are members of emergency management, fire, police, and emergency medical agencies. A team, up to four people, can apply representing the sponsoring agency. If a person has attended a state or local CERT TTT, he or she should not apply for E417.

Prerequisites:

Required: None.

Recommended: Participants should have a working knowledge of the CERT material and an ability to instruct adults.

Course Length: 4 days

CEUs: 2.0

Disaster-Resistant Jobs (E464)

Participants will learn background and techniques to promote mitigation within the business community. They are expected to return to their communities and work to promote mitigation in the economic sector.

Selection Criteria: Participants should be local emergency managers, economic developers, Chamber of Commerce staff, and others who can promote mitigation in the local business community.

Prerequisites:

Required: The participant should take IS-393, *Introduction to Mitigation*.

Recommended: None.

Course Length: 4 days

CEUs: 1.8

Introduction to Hurricane Preparedness at the National Hurricane Center (L324)

Hurricane Forecast Specialists cover the meteorology and forecasting of hurricanes, the hazards associated with them, and the operation of the National Hurricane Center. FEMA's Regional Hurricane Program Manager covers the Hurricane Liaison Team and Evacuation Liaison Team concepts as well as the regional concept of operations. The week has activities in forecasting hurricanes, using Sea, Lake, Overland Surge from Hurricanes (SLOSH) and using Hurrevac. There is a course offered for the Gulf Coastal states, Southeast Coastal states, and the Mid-Atlantic and Northeast Coastal states.

Selection Criteria: FEMA's Regional Hurricane Program Specialist and the state Hurricane Program Manager select participants from the course. Participants are chosen based on their involvement with hurricane-related functions in their job.

Prerequisites:

Required: Completion of IS-324, *Community Hurricane Preparedness*.

Recommended: None.

Course Length: 4 days

CEUs: 2.4



Non-Resident Courses

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 199).

Mitigation makes sense—and it works. For every dollar spent on mitigation, *at least two are saved in potential response and recovery costs.*

Mitigation means preventing a disaster from ever happening in the first place through land-use planning, retrofitting, effective building codes, hazards identification and risk assessment, and a wide variety of other activities. Mitigation reduces the impact of any future disaster; it protects a community on a *long-term* basis. A disaster-resistant community is one where citizens, elected officials; and local businesses undertake “sustained action that reduces or eliminates long-term risk to people and property from hazards and their effects.”

FEMA encourages communities to become disaster resistant by emphasizing efforts at the *local* level, with mitigation goals determined by the community. The strong partnerships developed between government, private industry, and the citizens of a community bring together resources from diverse sources to address a common goal.

EMI's non-resident courses provide a way for many of these partners to attend the training they need at the state, local, or tribal level. These courses are designed for those who make mitigation happen by making changes at the local level: local officials and community leaders; architects, engineers and building officials; building contractors; educators and school administrators and others concerned with making their community disaster resistant.

Local mitigation leaders also are encouraged to review EMI's Independent Study curriculum offerings, described in this catalog beginning on page 178.

MITIGATION MANAGEMENT SERIES

...provides mitigation management skills.

The ability to perform mitigation work in both the pre-disaster and post-disaster environments requires a variety of management skills. These skills may be developed through this series of courses that offers “how to” training focused on practical information. This new series emphasizes applied skills in mitigation planning and recovery.

Mitigation Management Series Requirements for Certificate of Achievement

Those who complete five Mitigation Management Series (MMS) required courses plus four of the elective courses and the practicum are eligible to receive an MMS certificate of completion.

Requests for the certificate of completion must be sent first to the state emergency management agency for verification. Include date and place, as well as name of course manager, for each course completed.

Who is eligible for the Mitigation Management Series (MMS)?

Any city/county or state professional in the field of mitigation may apply for these courses, which are offered by the Emergency Management Institute and/or by each state. Offerings of these courses completed prior to the new series may be credited toward the MMS certificate of completion.

Required Courses (Choose 5)

- G260** *HMGP/FMA Financial Grants Management*
- G253** *FEMA Program Responsibilities: Coordinating Environmental and Historic Compliance*
- G278** *Benefit-Cost Analysis: Entry-Level Training*
- G279** *Retrofitting Flood-Prone Residential Buildings*
- G377** *Regional Hazard Mitigation Planning*

- IS-12** *Property Acquisition for Local Communities*
- IS-393** *Introduction to Mitigation*

Elective Courses (Choose 4)

- E273** *Managing Floodplain Development through the National Flood Insurance Program (NFIP)*
- G362** *Multi-Hazard Emergency Planning for Schools*
- G393** *Mitigation for Emergency Managers*
- G434** *Earthquake Safety Program for Schools*
- G436** *Earthquakes: A Teacher's Package for K-6 (also known as Tremor Troops)*
- G439** *Seismic Sleuths: A Teacher's Package on Earthquakes for Grades 7-12*
- IS-8** *Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699*
- IS-279** *Retrofitting Flood-Prone Residential Buildings*

Practicum

(state-level applicants must conduct two of the following; city/county applicants must conduct one of the following)

- G398.1** *Earthquake Mitigation and Recovery Exercise for Local Government Officials*
- G398.2** *Flood Mitigation and Recovery Exercise for Local Government Officials*
- G398.3** *Hurricane Mitigation and Recovery Exercise for Local Government Officials*

EMI resident courses can be substituted for field courses listed in this brochure, as long as both have the same course title. For example, E279, *Retrofitting Flood-Prone Residential Buildings*, can be substituted for G279. No other course substitutions will be permitted.

Seismic Retrofit Training for Building Contractors and Inspectors (G225)

This 8-hour course demonstrates methods to retrofit residential structures to reduce seismic damage. Participants are shown methods of properly tying a structure to a foundation and using connectors to strengthen its frame. Topics covered include earthquake basics, shear walls, foundations, connections, and miscellaneous elements in construction. In addition, liability issues for contractors are discussed throughout the course. The manual is designed to be an on-site reference tool for contractors.

Selection Criteria: This course is intended for builders, building contractors, building inspectors, and others responsible for retrofitting residential structures to reduce seismic damage.

Disaster-Resistant Jobs Training (G246)

This 2-day course is designed to highlight the need for the local business community to mitigate and prepare for disasters. Communities must protect their economic base in order to survive and thrive in the wake of a disaster. This course will help local leaders recognize the impact of disasters on business and industry and what steps need to be taken to lessen the impact of disaster on local jobs.

Selection Criteria: This course is for economic development district staff, local community leaders and business people, chamber of commerce staff, state economic development officials, and state, tribal, and local emergency managers.

FEMA Program Responsibilities: Coordinating Environmental and Historic Compliance (G253)

This 3-day course is intended as an introduction to environmental and historic compliance. It examines the importance of fully integrating the compliance steps stipulated by the National Environmental Policy Act (NEPA) and the National Historic Preservation Act (NHPA) into the administration of the Public Assistance and

Hazard Mitigation Grant (HMGP) Programs. It addresses the same subject areas as E253 from the field-level perspective more than the management level perspective and therefore is directed to those at environmental/historic entry levels, and others whose primary function is not environmental/historic.

Selection Criteria: Entry-level individuals wishing to qualify at level one or level two environmental or historic specialist. Others whose primary function is not environmental/historic, but whose work requires reasonable understanding of these requirements: public assistance coordinators, public assistance officers, grant (HMGP, Flood Mitigation Assistance, Unmet Needs) project officers, and their line managers in the disaster field office (DFO). The regions recommend members of the Environmental and Historic Cadre and/or program specialists working with environmental and historic issues to attend the training.

Prerequisites:

Required: Participants must have received training in their respective program area prior to taking this course.

Recommended: Some environmental/historic background or training (for environmental/historic specialists), or some DFO experience (for others).

NOTE: *This course will be offered on a periodic basis based on a region's demonstrated need for environmental and historic training and the availability of qualified trainers. G253 is a Mitigation Management Series required course.*

Residential Coastal Construction (G277)

This 2-day course is designed to train participants on FEMA's *Coastal Construction Manual*. This manual is the primary, state-of-the-art reference for planning, designing, and constructing residential structures in the various coastal environments.

Selection Criteria: The target audience is engineers, architects, and building code officials. Floodplain management, hazard mitigation, planning, and building officials with building science knowledge also may apply.

Benefit-Cost Analysis: Entry-Level Training (G278)

This 2-day course is designed as an introduction to the fundamental concepts of benefit-cost (BC) analysis. Participants will learn how to obtain BC data and conduct analyses using the basic versions of the riverine and coastal A-zone software modules. This course will **not** teach how to conduct level-two BC analyses.

Selection Criteria: The target audience is FEMA and state hazard mitigation officials. Other personnel involved in conducting BC analyses also may apply.

Prerequisites:

Required: Participants should have some prior knowledge of mathematics (basic algebra and percentages) and computers (Windows and spreadsheet programs).

Recommended: Familiarity with basic flood mitigation terminology is suggested.

Retrofitting Flood-Prone Residential Buildings (G279)

This 2-day course is designed to provide engineering guidance on retrofitting existing one- to four-family residential structures situated in flood-prone areas. Subjects covered include an introduction to retrofitting, regulatory framework, controlling parameters, building assessment, and design practices. There is also a 1-hour unit on economics and a final exam.

Selection Criteria: This course is intended for engineers, architects, and building code officials. Floodplain management, hazard mitigation, planning, zoning, and public works officials with engineering, architectural, or building science knowledge are also part of the target audience.

Benefit-Cost Analysis Using the Limited-Data Module: Intermediate Training (G285)

The goal of the 2½-day course is to enable participants to conduct complex benefit-cost (BC) analysis on riverine or coastal A-zone flood mitigation projects using FEMA's Riverine Flood Limited-Data (LD) module. The course builds on the skills taught in the *BC Analysis: Entry-Level Training* and focuses exclusively on the LD module.

Selection Criteria: The target audience is FEMA and state hazard mitigation officials. The course is intended for participants who have completed the entry-level training (G278) or have several months' on-the-job experience using FEMA's BC analysis modules.

Prerequisites:

Required: Participants should have knowledge of mathematics (basic algebra and percentages) and computers (Windows and spreadsheet programs).

Recommended: Familiarity with flood mitigation terminology is suggested.

Mitigation Planning Workshop for Local Governments (G318)

This 2-day workshop discusses the Disaster Mitigation Act of 2000 which amends the Robert T. Stafford Disaster Relief and Emergency Assistance Act by, among other things, adding a new section, 322—Mitigation Planning. Section 322 requires local governments to prepare and adopt jurisdiction-wide hazard mitigation plans as a condition of receiving Hazard Mitigation Grant Program (HMGP) funds to “brick and mortar” mitigation projects. The *Mitigation Planning Workshop for Local Governments* assists representatives of local communities or multi-jurisdictional planning areas to develop a mitigation plan that meets community needs as well as the Section 322 local government planning requirements as described in 44 CFR Section 201.6. This workshop explains each of the requirements, demonstrates how FEMA’s new Mitigation Planning How-to-Guides can be used to address each requirement, and provides opportunities to begin the planning process in group activities with representatives of the same community or planning area.

Selection Criteria: The target audience for this Workshop includes the following representatives of local government: elected officials, managers, planners, emergency program managers, and other staff with expertise needed for mitigation projects. The Workshop is also intended for community members interested in avoiding or minimizing hazard losses, who may wish to participate in the mitigation planning process.

Multi-Hazard Emergency Planning for Schools (G362)

This course will provide participants with the basic information and tools needed to develop effective plans for the wide array of potential emergencies that schools may face.

Participants completing the course will be able to explain the importance of effective planning to others and lead individuals in their schools and community through the process of developing an effective multi-hazard program.

State Hazard Mitigation Planning (G376)

This 1-day course is designed to provide participants with the knowledge and resources about hazard mitigation concepts, programs, and regulations that will enable them to contribute to their states’ efforts to reduce vulnerability to natural hazards. The course modules include hazard vulnerability and mitigation, the state hazard mitigation program, post-disaster mitigation opportunities, and a hazard mitigation case study exercise.

Selection Criteria: State officials who have been or would be assigned lead responsibility within their particular state agency for accomplishing hazard mitigation. All state agencies should be represented at this course because the programs and activities of virtually all state agencies affect the socioeconomic, land use, and development patterns of local governments within the state. Representatives of large local jurisdictions whose mitigation activities may affect state-level operations also may participate in the course.

Regional Hazard Mitigation Planning (G377)

This course is designed to provide participants with knowledge about hazard mitigation that will enable them to effectively coordinate state and local hazard mitigation responsibilities. Course modules include state mitigation responsibilities, mitigation techniques and technology, planning, managing the grant program, and developing state mitigation teams. Issues are addressed through a variety of techniques such as workshops, informal discussions, group analysis of a realistic case, and practical exercises. The course can be conducted in a 2- to 3-day format to allow for regional flexibility in selecting course content.

Selection Criteria: State hazard mitigation officers who have been assigned lead responsibility within their state governments for accomplishing hazard mitigation. Each state should send at least one representative from its state office of emergency management and one from its state office of natural resources. It is recommended that the state emergency management training officer also attend this course to obtain background information that is

essential to the “team training” approach necessary to successfully deploy mitigation training at the state and local levels.

Interagency Hazard Mitigation Team Training (G379)

This course is designed specifically to train participants who may serve on an interagency hazard mitigation team. The course covers pre-disaster as well as post-disaster situations, and its purpose is to provide team members with knowledge of the range of mitigation activities. The modular format gives the instructor maximum flexibility in designing the course. The course can be taught in a 1½-day to a 4-day format.

Selection Criteria: Designated members of interagency hazard mitigation teams and their alternates as well as federal, state, tribal, and local staff who may be so designated.

Mitigation for Emergency Managers (G393)

This course is designed to train emergency managers and other interested individuals who have no specialized technical background, but can support mitigation efforts as advocates. The course provides activities and exercises that build the participants’ abilities to: perform the tasks and responsibilities of the emergency manager’s role; create long-term strategies for disaster-resistant communities; identify local mitigation opportunities; select mitigation solutions to hazard risk problems; find resources to carry out mitigation activities in a post-disaster environment.

Selection Criteria: Tribal and local government officials, emergency managers, community leaders in such efforts as voluntary organizations, businesses and industries, and other emergency service personnel.

Prerequisites:

Required: Completion of IS-393, *Introduction to Mitigation*.

Recommended: None.

Mitigation and Recovery Exercises (G398)

Earthquake (G398.1) Flood (G398.2) Hurricane (G398.3)

The *Mitigation and Recovery Exercises* are 1-day exercises for local government agencies such as building officials, zoning officers, commissioners, councils, and chief executive officers. The exercises present a series of challenges to a local government that could face a threat from earthquake, flood, or hurricane. The local government will have to solve how it intends to deal with temporary housing issues, building permits, and temporary business locations as well as long-term recovery issues.

These exercises work well in any size community from large metropolitan areas to small rural towns and villages. The exercise material explains what must be done to plan and prepare for the activity.

Earthquake Safety Program for Schools (G434)

This 2-day course is intended to help the school community prepare to be self-sufficient in the aftermath of a damaging earthquake. Topics include planning, hazard identification and nonstructural mitigation techniques, drills, immediate response exercises, post-earthquake recovery and mitigation opportunities, and crisis intervention.

Selection Criteria: The intended audience for the workshop includes school district administrators, principals, school board members, school district facility and risk managers and others concerned with the physical plant and operation of a school system, teachers, PTA members, and local emergency services officials.

Earthquakes: A Teacher's Package for K–6 (G436)

This hands-on workshop introduces kindergarten and elementary school teachers to *Earthquakes: A Teacher's Package for K–6* (publication FEMA 159). Also known as *Tremor Troop*, the collection of multidisciplinary hands-on classroom activities was developed for FEMA by the National Science Teachers Association. The material provides basic information about earthquakes. The lesson plans and activities are designed to promote scientific literacy among young children and give them the information and skills they need to cope safely during and following an earthquake. The workshop also addresses **Crisis Intervention**, focusing on the needs of children and school personnel, and **earthquake risk reduction for schools**.

Selection Criteria: Elementary science coordinators, elementary curriculum coordinators, kindergarten and elementary classroom teachers, and teacher educators from regional science and educational resource centers.

The purpose of the 1-day workshop is to introduce *Tremor Troop* to teachers who then will use it in their own classrooms.

The purpose of the 2-day workshop is to introduce *Tremor Troop* to educators who then will train teachers in their own districts.

Seismic Sleuths: A Teacher's Package on Earthquakes for Grades 7–12 (G439)

This 2-day institute introduces master teachers of grades 7–12 to *Seismic Sleuths* curriculum. This teacher's package provides hands-on/minds-on classroom activities on earthquake-related topics that can be integrated into existing science, math, and social studies curricula. Produced by the American Geophysical Union, in cooperation with FEMA, the materials foster an understanding of how science, math, and social studies concepts can be applied to reduce earthquake hazards and risk in the built environment through seismic safety design, construction, land-use, and emergency management techniques.

Selection Criteria: Master teachers with a minimum of 5 years of teaching experience in grades 7–12. The purpose of the institute is to introduce the package to master educators who then will provide workshops for teachers in their school districts.

FIELD-DELIVERED COOPERATIVE COURSES

FEMA's Mitigation Directorate, in cooperation with the Recovery Division, has entered into cooperative agreements with numerous professional organizations and associations in order to bring appropriate technical mitigation information to the audiences served by these organizations. To date, we have developed technical training courses and seminars for the following audiences:

- Building Code Enforcement Officials
- Engineers
- Architects
- School Administrators
- K-12 Teachers

Should you wish to arrange for such technical courses or seminars to be conducted in your state or jurisdiction, please contact your FEMA Regional Training Manager for additional information. The upcoming courses and seminars, as they are scheduled, also will be listed on EMI's training bulletin board.

- G250.1** *Workshop: State and Local Continuity of Government (COG)* (description on page 136)
- G250.11** *Workshop: Continuity of Operations (COOP)* (description on page 136)
- G271** *Hazardous Weather and Flood Preparedness* (description on page 136)
- G276** *Resource Management* (description on page 137)
- G278** *Benefit-Cost Analysis: Entry-Level Training* (description on page 125)
- G279** *Retrofitting Flood-Prone Residential Buildings* (description on page 125)
- G285** *Benefit-Cost Analysis Using the Limited-Data Module: Intermediate Training* (description on page 125)

- G305.3** *Hazardous Materials Workshop: Risk Analysis* (description on page 138)
- G305.6** *Hazardous Materials Workshop: Community Awareness and Right-to-Know* (description on page 138)
- G365.3** *Workshop in Emergency Management: Partnerships for Creating and Maintaining Spotter Groups* (description on page 142)
- G376** *State Hazard Mitigation Planning* (description on page 126)
- G377** *Regional Hazard Mitigation Planning* (description on page 126)
- G379** *Interagency Hazard Mitigation Team Training* (description on page 127)
- G393** *Mitigation for Emergency Managers* (description on page 127)
- G434** *Earthquake Safety Program for Schools* (description on page 127)
- G436** *Earthquakes: A Teacher's Package for K-6* (description on page 128)
- G439** *Seismic Sleuths: A Teacher's Package on Earthquakes for Grades 7-12* (description on page 128)

Independent Study Courses

- IS-8** *Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699* (description on page 180)
- IS-279** *Retrofitting Flood-Prone Residential Buildings* (description on page 187)
- IS-362** *Multi-Hazard Emergency Planning for Schools* (description on page 189)
- IS-393** *Introduction to Mitigation* (description on page 189)
- IS-394** *Mitigation for Homeowners* (description on page 190)

Preparedness and Technology Curriculum

Most of the Preparedness and Technology courses are conducted at the local and state level (see the Preparedness and Technology Non-Resident Course section).

The current Preparedness and Technology menu of resident courses focuses on radiological hazards, terrorism, CSEPP, and hazardous materials. Resident courses include those specific to the Radiological Emergency Preparedness (REP) program and those generic to any radiological hazard. The preparedness resident courses include emergency planning for radiological incidents, as well as skill and exercise-based courses for gathering and analyzing radiological data.

Emergency management training for schools can be found under the Mitigation curriculum.

Resident Courses

Radiological Emergency Response Operations (RERO) (B301)

This is a performance-based operations course where the participants learn to respond to, and manage, radiological incidents. The participants, organized as response teams, operate and make decisions in a realistic exercise environment. This includes on-scene incident assessment, radiological monitoring, radiation exposure and contamination control, accident victim rescue and care techniques, and reporting procedures. Because of the realism of the exercises, this course is physically challenging.

Selection Criteria: Participants must be members of an organized federal, state, local, or tribal radiological/hazardous materials response team that provides assistance to first-level responders. Personnel are assigned as hygienists, sanitarians, radiological officers,

and other emergency services personnel. **This course is limited to U.S. citizens.**

Prerequisites:

Required: Successful completion of *Fundamentals Course for Radiological Response*, G320, or equivalent education and experience.

- *Radiological Emergency Response*, Independent Study course (IS-301) must be completed by all applicants.

Recommended: None.

ACE Recommendation:

Credit Hours: 3 hours

Level: UD

Curriculum: Radiological Sciences

Course Length: 4½ days

CEUs: 3.1

Advanced Radiological Incident Operations (ARIO) (B302)

This course is an advanced-level course for those individuals who need to refresh or improve skills as a radiological responder or manager. This course focuses on response plans and procedures for complex incident(s). The performance-based training concentrates on organization and jurisdictional issues and planning considerations where all levels of government may be involved in responding to an incident such as a terrorism event. This course is physically challenging.

Selection Criteria: Those individuals who are assigned to or are responsible for responding to and possibly managing a radiation incident. These individuals may be members of federal, state, tribal, local, and private sector response teams.

Prerequisites:

Required: Successful completion of B301, *Radiological Emergency Response Operations (RERO)* course.

Recommended: None.

Course Length: 4½ days

CEUs: 3.1

Radiological Emergency Preparedness (REP) Exercise Evaluation (Non-Resident) Regional Delivery (L304)

This course is for federal evaluators of nuclear power plant off-site exercises. Course topics include regulations and guidelines for evaluating exercises and the techniques for exercise evaluation.

Selection Criteria: Primarily federal evaluators of nuclear power plant off-site REP exercises. state, local, tribal, and utility personnel who are involved in the development of off-site REP plans and exercises also may apply.

Prerequisites:

Required: IS-331, *Introduction to Radiological Emergency Preparedness (REP) Exercise Evaluation*.

Recommended: None.

ACE Recommendation:

Credit Hours: 2 hours

Level: G or UD

Curricula: Radiological Sciences, Public Administration

Course Length: 3 days

CEUs: 3.1

Radiological Emergency Preparedness (REP) Planning (E340)

This course focuses on nuclear power plant off-site emergency preparedness. It addresses federal regulatory policies, development and testing of plans, and public perceptions. This course provides a sound understanding of basic planning assumptions and policy issues.

Selection Criteria: Local, state, federal, and tribal government and utility personnel involved in off-site nuclear power plant emergency planning (under the provisions of NUREG 0654/FEMA REP-1, *Criteria for Preparation and Evaluation of Radiological Emergency Response Plans and Preparedness in Support of Nuclear Power Plants*). This course is recommended for new federal/state/local/tribal REP planners and federal/state/local/tribal emergency response managers. Utility company off-site planners also may apply.

Prerequisites:

Required: None.

Recommended: Completion of G235, *Emergency Planning*.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curricula: Radiological Sciences, Public Administration

Course Length: 4 days
CEUs: 3.1

Radiological Accident Assessment Concepts (RAAC) (E341)

This course addresses radiological consequences of accidents involving radiological materials. This includes accidents or incidents involving commercial power reactors, lost sources, dispersion devices, and transportation. The focus of the course is concepts involved in formulating protective action recommendations following a radiological accident, such as dose quantities, atmospheric dispersion, dose projection,

protective action guides, and derived intervention levels. Participants engage in problem-solving sessions and a tabletop exercise. **There are two required evening sessions and a final examination in this course.**

Selection Criteria: Enrollment is limited to local, state, and federal technical radiological accident assessment staff. Private sector (i.e., utility company) technical staff also may apply. **This course is not intended for emergency management staff.** This course requires familiarity with mathematical equations and exponential manipulations. Participants must bring a scientific calculator which they know how to use to perform the required calculations. Participants also should know how to use Microsoft Excel and the Nuclear Regulatory Commission computer code, RASCAL. Individuals who have completed both the *Radiological Accident Assessment—Plume Phase* (E350) and *Radiological Accident Assessment—Post-Plume Phase* (E349) courses should **not** apply for this course.

Prerequisites:

Required: Completion of the Precourse Workbook is required prior to attending the course. Course manager must review all applications prior to acceptance by admissions office.

Recommended: Completion of IS-301, *Radiological Emergency Response*.

Course Length: 4 days
CEUs: 3.1

Homeland Security Planning for Local Governments Train-the-Trainer (TTT) (E407)

This train-the-trainer prepares you to teach EMI's *Homeland Security for Local Governments* course (G408). In this TTT, you not only hear from experienced trainers who have taught the course, you will have an opportunity to team-teach one of the modules. To prepare for this, we give you an account on the NETC Virtual Campus so you can download the course materials.

Selection Criteria: You must be willing and able to deliver the course; be actively involved in emergency management (including, but not limited to fire, emergency medical services, public health, public works, and law enforcement); and be experienced in adult training methods.

Prerequisites:

Required: Participants should have a working knowledge of emergency planning (as articulated in FEMA's Guide for All-Hazard Emergency Operations Planning), the Incident Command System and or emergency operating center operations, and adult teaching methodologies.

Recommended: Participation in the field version of this course (G408).

Course Length: 4 days
CEUs: To be Determined

Radiological Series Train-the-Trainer (TTT) (E425)

This course is designed to qualify instructors to teach the following: *Fundamentals Course for Radiological Response* (G320), *Hospital Emergency Department Management of Hazardous Materials Accidents (HMA) Radiation Incidents, Part One* (G346), Department of Energy MERRTT Training. The course includes background information on the radiological protection system, the management plan for the Radiological Training Series (the TD-100 publication), and all courses of the Radiological Training Series. Micro-teaching is a major objective of this course.

Selection Criteria: Instructors identified by the state as part of a cadre of radiological instructors who teach the *FCRR*, *HMA*, and *DOE MERRTT* materials.

Prerequisites:

Required: None.

Recommended: Completion of the *Fundamentals Course for Radiological Response* (G320). Completion of *Basic Instructional Skills* (G265) or an adult

education methods course or equivalent is recommended.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curricula: Radiological Science
Education, Education
Technology

Course Length: 4 days
CEUs: 3.1

Incident Command System (ICS) Curricula Train-the-Trainer (TTT) (E449)

This course will train participants to teach the ICS field courses that EMI offers. Those courses are: *Intermediate ICS* (G195), *Advanced ICS* (G196), *ICS: Law Enforcement* (G190), *ICS: Public Works* (G192), *ICS for Public Officials Conference* (G194), and the *ICS/EOC Interface Workshop* (G191). This combined TTT will concentrate on "how to teach" the courses rather than on course content. Emphasis will be placed on intermediate and advanced-level courses. Participants can expect evening sessions in this course.

Selection Criteria: People who have a working knowledge of ICS through experience and/or training, who have trained adults, and who agree to deliver the field version(s) of EMI's ICS curricula.

Prerequisites:

Required: Completion of the IS-195, *Basic Incident Command System (ICS)* (IS-195) Independent Study course and at least one of the following EMI ICS courses: *ICS: Law Enforcement* (G190), *ICS: Public Works* (G192), *ICS/EOC Interface* (G191), *Intermediate ICS* (G195); or one of these EMI/NFA Independent Study courses: *Special Event Contingency Planning for Public Safety Agencies* (IS-15); *An Orientation to Community Disaster Exercises* (IS-120); *The Emergency Operation Center's (EOC's) Role in Community Preparedness, Response, and Recovery Operations* (IS-275); or

Emergency Response to Terrorism (Q-534); or an equivalent course offered by the recognized training agency or institution.

Recommended: None.

Course Length: 4½ days

CEUs: 3.1

Hospital Emergency Response Training (HERT) for Weapons of Mass Destruction (WMD) Events Train-the-Trainer (TTT) Course (E461)

The *Hospital Emergency Response Training (HERT) for Weapons of Mass Destruction (WMD) Events* course is designed to provide guidance to hospitals, EMS, health care facilities, and citizens who may become involved in a mass casualty event as a result of a hazardous materials incident (HMI) or a terrorist's use of a WMD. Unlike many courses of this nature, this course goes beyond organizational charts and checklists to deal with the entire role of the hospital during a HMI or WMD event.

Selection Criteria: This is a TTT course to be conducted by EMI at the NETC in Emmitsburg, Maryland, or the Noble Training Center in Anniston, Alabama. The course focuses on the hospital's role outside of the emergency department (ED). Doctors, nurses, physicians, security personnel, and other hospital staff who would make up their Hospital's Emergency Response Team (HERT) should attend this course. The course will provide hospitals and health care facilities with all the information and skills they need to go back to their facilities and develop and train their own HERTs.

Prerequisites:

Required: Participants are required to have completed EMI's IS-195, *Basic ICS* course and IS-346, *An Orientation to Hazardous Materials for Medical Personnel*, before gaining acceptance into this program.

Recommended: None.

Course Length: 4 days

CEUs: 3.1

NOTE: *Course is designed to provide hospitals and health care facilities with the information, training materials, and skills they will need to return to their facilities and develop and train their own HERTs to deal with major HMIs and MCEs resulting from a terrorist's use of a WMD.*

Emergency Management Framework for Tribal Governments (E580)

This course provides tribal leaders with a basic understanding of emergency management principles and their role in leading and directing their Tribes in implementing comprehensive emergency management systems.

Specific topics include:

- Federal, state, tribal, and local partnership in emergency management.
- Getting a program started.
- Concept of emergency management and the four phases.
- Definition and analysis of hazards.
- Resources for emergency management available at the tribal, state, and federal level, as well as from the private sector.
- Developing an emergency operations plan.
- Comprehensive emergency management, its elements, and the appropriate role taken by the emergency manager.
- Meeting the challenges for upgrading and sustaining emergency management capabilities.

Selection Criteria: Tribal government officials who can lead and direct their jurisdictions in implementing comprehensive emergency management systems.

Course Length: 4 days

CEUs: 3.1

Non-Resident Courses

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 199).

The Emergency Management Institute offers a number of training activities that develop operational capabilities and facilitate an effective response when an emergency occurs. Much of this readiness training supports the requirements of chief executives and top-level, appointed emergency management officials. Public officials are responsible for protecting the lives and property of their constituents at all times. Yet, it is the emergency management professional on whom chief executives must depend for developing and maintaining emergency response capabilities on a day-to-day basis, as well as for providing sound advice and proper resource support during a period of crisis. This team relationship is critical for smooth, quick decision making and coordination during a community emergency. Preparedness courses provide both orientation and insight into emergency responsibilities including the development of emergency plans, facilities, and appropriate public policies.

EMI offers courses that facilitate public policy formulation, technical skill building, and effective planning measures at federal, state, local, and tribal levels of government. Such courses, seminars, and workshops address preparedness issues including continuity of government, radiological preparedness, hazardous materials, and the Chemical Stockpile Emergency Preparedness Program.

Some of the training is specific and technical, while other topics are designed to stimulate proactive policy level decision making. The many resident and non-resident training activities included in the Readiness and Technology Curriculum provide specialized training and information needed by federal, state, local, and tribal government staffs and selected representatives from the private sector (business and industry).

Incident Command System (ICS): Law Enforcement (G190)

This 2-day course introduces law enforcement personnel to the ICS. Several scenarios are included that allow participants to apply ICS to law enforcement.

Selection Criteria: Law enforcement officers who are involved with ICS.

Prerequisites:

Required: None.

Recommended: IS-195, *Basic ICS*.

Incident Command System/Emergency Operations Center (ICS/EOC) Interface (G191)

This 1½-day course works best when delivered to Incident Command System and Emergency Operations Center personnel from the same community. The course provides an opportunity for participants to begin developing an ICS/EOC interface for their community. The course reviews ICS and EOC responsibilities and functions and depends heavily on exercises and group discussions to formulate the interface.

Selection Criteria: Participants should be teams from a community's ICS and EOC personnel.

Prerequisites:

Required: None.

Recommended: IS-195, *Basic ICS*.

Incident Command System (ICS): Public Works (G192)

This 2-day course introduces public works personnel to the ICS. Several scenarios are included that allow participants to apply ICS to public works events.

Selection Criteria: Public works personnel involved with ICS.

Prerequisites:

Required: None.

Recommended: IS-195, *Basic ICS*.

Incident Command System (ICS) for Public Officials' Conference (G194)

The 1½-hour conference is designed as a briefing for elected and appointed policy level officials. This conference focuses on providing public officials with an awareness of ICS as an effective management tool which can be adopted in managing emergency situations.

Selection Criteria: Elected and appointed policy level officials.

Prerequisites:

Required: None.

Recommended: IS-195, *Basic ICS*.

Intermediate Incident Command System (ICS) (G195)

This 3-day course is designed for a multidiscipline audience of persons who would likely serve as supervisors in an ICS structure. Topics include organization and staffing, incident and event planning/staffing, organizing a response to an incident or a planned event, and incident resource management. The course includes group activities, a tabletop exercise, and a final examination.

The content of this course is generally equivalent to the *National Interagency Incident Management System (NIIMS)* training modules 7–11 (I-300).

Selection Criteria: Participants who would serve in supervisory positions in an ICS structure.

Prerequisites:

Required: Successful completion of at least one of the following: EMI's *Basic ICS* (IS-195), *ICS for Law Enforcement* (G190), or *ICS for Public Works* (G191), or NIIMS training modules 1-6 (I-100/200).

Recommended: None.

Advanced Incident Command System (ICS) (G196)

This 3-day course is designed for a multidiscipline audience of staff who would likely serve as incident commanders in an ICS structure. Topics include command and general staff, unified command, major incident management, area command, and multiagency coordination. The course includes group activities, a tabletop exercise, and a final examination.

The content of this course is generally equivalent to the *National Interagency Incident Management System (NIIMS)* training modules 12–16 (I-400).

Selection Criteria: Participants who would serve as Incident Commanders in an ICS structure.

Prerequisites:

Required: Successful completion of at least one of the following: *Intermediate ICS* or *NIIMS* training modules 7–11 (I-300).

Recommended: None.

Public Officials' Conference (1 day) (G200)

This conference for a city/county provides an orientation to the federal, state, and local partnership in emergency management. FEMA programs are related to state and local needs and activities. Participants learn how to use such programs effectively to meet responsibilities. They also share information that would enhance emergency management at all levels of government and discuss specific community preparedness capabilities.

Selection Criteria: Elected and appointed officials, private association leaders, and private disaster and emergency relief officials.

Workshop: Emergency Management (WEM) (G250)

This special workshop deals with specific emergency management activities and problems. It is intended to cover nonadministrative, innovative, or situational emergency management training subjects that may normally confront local directors. It does not replace any current course or segments of courses. The following workshop modules are available for use in conducting WEM workshops.

Workshop: State and Local Continuity of Government (COG) (G250.1)

This 1-day module is designed to increase awareness and understanding of the concept of COG and the seven preparedness/planning elements that are necessary to ensure that state and local governments can carry out their executive, legislative, and judicial functions under the threat or occurrence of any emergency that could disrupt such functions and services. This training activity should be delivered as part of a WEM.

Selection Criteria: State and local officials, emergency managers, and other members of community support groups.

Workshop: Amateur Radio Resources (G250.6)

This 3- to 4-hour workshop is designed to provide state and local elected officials, emergency managers, and other public officials an understanding of how these volunteer communication groups can help in supplementing telecommunication and warning systems.

Selection Criteria: State and local elected officials, emergency managers, and other public officials.

Workshop: Continuity of Operations (COOP) (G250.11)

This 1-day module is designed to increase awareness and understanding of the need for continuity of operations plans for state and local government offices. Recent events have demonstrated that government buildings and offices can be closed for extended periods of time due to natural or manmade events. These closures negatively affect service delivery to the general public. The workshop focuses on identifying state and local government tasks that must continue should an incident affect the staff or location where the tasks are performed. The workshop introduces the benefits of public-private cooperation in COOP planning. This introduction to COOP planning also will help participants determine appropriate backup measures so that essential service delivery can continue.

Selection Criteria: State and local government agency/department representatives.

Senior Officials' Workshop: Preparedness and Response for Terrorist Incidents (involving nuclear, biological, and chemical agents) (G250.12)

This 4-hour course focuses on the roles and responsibilities of community senior officials in preparing for, responding to, and recovering from terrorist attacks. It is the revised version of the course originally offered by the Department of Defense as part of the Domestic Preparedness Program.

This workshop has an optional tabletop exercise.

Selection Criteria: Elected and appointed community officials.

Hazardous Weather and Flood Preparedness (G271)

The National Weather Service (NWS) and FEMA developed this course with input from many states and local emergency managers. It is intended to help to promote a more proactive response to weather and flooding hazards.

through close coordination between emergency management and NWS. This course covers:

- how the basic elements of weather can combine to create potential hazards in an area;
- weather forecast products and how to interpret them;
- And anticipating hazardous weather for planning, warning, and response purposes.

Selection Criteria: Local and state emergency managers who respond to hazardous weather events.

Warning Coordination (G272)

This 1½-day field course is the latest in the hazardous weather series of courses produced in partnership with the National Weather Service (NWS). It is designed to be conducted jointly by NWS warning coordination meteorologists and state emergency management staff for an audience of local emergency managers.

Every year the United States experiences more severe weather than any other country in the world. In order to reduce deaths, injuries, and property losses, emergency managers must work closely with the NWS and the news media to provide effective warnings that can be received and understood by people at risk. This course is intended to help facilitate that process.

Course topics include The Social Dimensions of Warning Response; Developing Effective Warning Messages; Developing an Effective Community Warning Process; and working with the news media to create a Weather Warning Partnership. In addition to lecture and discussion, the course includes case studies, exercises, and an opportunity for interaction with representatives of the local news media.

Selection Criteria: Intended for local emergency managers.

Emergency Operations Center (EOC) Management and Operations (G275)

This 3-day course provides participants with the knowledge and skills to effectively manage and operate an EOC during crisis situations. The course covers locating and designing an EOC, how to staff, train, and brief EOC personnel, and how to operate an EOC during various situations. It is modular so that it is flexible to meet various jurisdictions' needs.

Selection Criteria: State and local individuals responsible for developing, staffing, managing, and operating an EOC. Other EOC staff are encouraged to attend.

Prerequisites:

Required: Successful completion of IS-275, *The Emergency Operations Center's Role in Community Preparedness, Response, and Recovery Operations*.

Recommended: None.

Resource Management (G276)

This 2-day course provides participants with the knowledge and skills to effectively identify, develop, and manage a resource management system. The course covers aspects of how to tap into little used resources, how to develop and manage a system to better manage scarce public and private sector resources in a crisis situation, and how to ask for help (the videotape and facilitator's guide for G270.1 has been incorporated into this course).

Selection Criteria: State and local individuals responsible for effectively developing and managing a resource management system within the EOC or Incident Command System (ICS).

The course received the Outstanding Technology Branch Training Program award for 1993-1994 from the Potomac Chapter of the International Society for Performance and Instruction.

Hazardous Materials: An Introduction for Public Officials (G300)

This is a 3- to 4-hour unit of instruction for key public officials, department heads, and private executives with a need to understand basic policy issues regarding hazardous materials threats to the community. Focusing on “standard of care,” hazard assessment, risk management, planning, and response considerations, it provides officials with a basic overview of hazardous materials issues. It is an interagency course designed in cooperation with the U.S. Department of Transportation and the Environmental Protection Agency.

Selection Criteria: Public officials and other decision makers with a need for basic introductory instruction to policy issues related to hazardous materials management at the local level.

Introduction to Hazardous Materials Preparedness (G301)

This 5- to 6-hour, 2-module course provides an introduction to hazardous materials concepts and practices. It goes beyond the content of the G300, *Public Officials* course and is predicated on participants’ mastery of the hazardous materials Independent Study course (IS-5) prior to enrollment. It covers basic principles of preparedness, the role of local communities, and the hazards presented by chemicals in transportation or fixed-site threats. Each participant must be familiar with IS-5 principles before enrolling in this class.

Selection Criteria: State and local personnel with a responsibility for hazardous materials.

Prerequisites:

Required: Completion of IS-5, *Hazardous Materials: A Citizen’s Orientation*.

Recommended: None.

Hazardous Materials Workshops (G305)

This series of special-topic modules (Student Manual and Instructor Guide) is for participants receiving instruction either as stand-alone delivery in a *Workshop in Emergency Management (WEM)* or a *Public Officials Conference (POC)*, or as enhancement of regular classroom course work such as *Exercise Design*. Each module is intended for 1 to 3½ hours of instruction, as determined by the instructor.

- G305.1** *Hazardous Materials Risk Communication*
- G305.2** *Hazardous Materials Information Management*
- G305.3** *Risk Analysis*
- G305.4** *Exercising Emergency Plans Under Title III*
- G305.5** *Alert and Notification*
- G305.6** *Community Awareness and Right-to-Know*
- G305.7** *Overview of Incident Command System*
- G305.8** *Hazardous Materials Workshop for EMS Providers*
- G305.9** *Hazardous Materials Workshop for Law Enforcement*
- G305.10** *Facility Coordinator’s Role and the LEPC*
- G305.11** *Liability Issues in Emergency Management*
- G305.14** *Hazardous Materials Response Team: Should You Have One?*

Weapons of Mass Destruction Courses (G310)

This series of facilitator-led courses is intended to help senior local government officials prepare for and improve their ability to manage and respond to mass casualty terrorism incidents involving the use of Weapons of Mass Destruction (WMD). Each course has the same five objectives and each uses a different scenario to enable participants to accomplish them. The objectives are stated below.

At the completion of the training, local government officials should be able to:

- Exercise greater leadership in preparing for and managing response to WMD mass casualty terrorism incidents through a better understanding of their jurisdiction's response capabilities.
- Analyze the appropriateness of plans, policies, procedures, and other preparedness elements currently in place to respond to and recover from a mass casualty terrorist incident.
- Determine the adequacy and the level of training of jurisdictional disaster and emergency management staff.
- Determine the adequacy of the jurisdiction's resources (e.g., personnel, materials, and personal protective and other equipment) for response and recovery from a mass casualty incident.
- Identify the coordination requirements among local, state, and federal governments for response to WMD terrorist incidents.

There are no Student Manuals; the facilitator must tailor the course for the specific community.

- G310.1** *Weapons of Mass Destruction:
Nuclear Scenario*
- G310.2** *Weapons of Mass Destruction:
Radiological Scenario*
- G310.3** *Weapons of Mass Destruction:
Chemical–Sarin Scenario*
- G310.4** *Weapons of Mass Destruction:
Chemical–Vx Scenario*
- G310.5** *Weapons of Mass Destruction:
Biological–Anthrax Scenario*
- G310.6** *Weapons of Mass Destruction:
Suicide Bomber Scenario*

Selection Criteria: The following is a list of recommended participants, but it is not all-inclusive.

Core Recommended Audience: Chief elected/appointed officials; fire chiefs; sheriffs; police chiefs; directors, emergency services; directors, public works; directors, public health and safety; public information officers, chief financial officers, legal counsel, chief medical examiner/coroners, and communications directors. **Other Possible Participants:** transportation authority (port authority, airport authority, and/or area transportation authority, etc.*); evacuation coordinators;* mass care coordinators;* resource managers; chiefs, animal care and control agency; warning coordinators; coordinator of volunteer organizations; directors, emergency medical service (EMS); directors, hazardous materials team (HMT);* state and/or federal representatives, as appropriate;* area military representative;* National Guard representatives; Department of Energy (DOE) representatives; federal Bureau of Investigations (FBI) representatives;* Centers for Disease Control (CDC) representatives; Environmental Protection Agency (EPA) representatives; U.S. Coast Guard (USCG) representatives; and representatives of neighboring jurisdictions.

* *The target audience with an asterisk must be invited (if they are available).*

Prerequisites:

Required: The course is designed with the following assumptions about participation:

1. The city or county conducting the course has an emergency operations plan (EOP) and Standard Operating Procedures (SOPs).
2. The participants know and understand their roles and responsibilities, as defined by their EOP; are trained in their areas of expertise; and know their jurisdiction.

Recommended: None.

Hazardous Materials Contingency Planning (G311)

This 4½-day course is for emergency management personnel responsible for hazardous materials planning and coordination. It covers emergencies including transportation, use,

storage, and disposal of hazardous materials and episodic releases of air-toxic chemicals from fixed-site facilities. Emphasis is placed on interagency cooperation and the identification of technical assistance that is available. Topics include local, state, and federal mechanisms to assist in planning and response, tactical requirements, hazardous materials characteristics, and regulatory compliance. This course is co-sponsored by the Environmental Protection Agency, the U.S. Department of Transportation, and FEMA.

Selection Criteria: Open to all officials responsible for public policy and strategic planning and response.

Radiological Instructors

States select a cadre of instructors who become qualified to teach radiological monitors and radiological response teams. These instructors could be key local staff, such as fire department instructors, emergency managers, radiological officers, state radiation control agency representatives, and others. Radiological instructors obtain qualification by successfully completing the following program of Non-Resident and Resident study:

IS-3, *Radiological Emergency Management*,

G320, *Fundamentals Course for Radiological Response*, and

IS-301, *Radiological Emergency Response*.

We encourage these instructors to attend B301, *Radiological Emergency Response Operations* also.

Fundamentals Course for Radiological Response (G320)

This 3-day performance-based (hands-on) course for assigned local radiological response team members covers the concepts of radiation protection, radiation detection instruments, radiological monitoring techniques, radiological hazards and protective actions, team-building, and basic procedures to support planning/response for emergency and recovery activities in the event of a radiological incident.

The course covers all types of radiological hazards from fixed facility to transportation to WMD. This course is designed so that modules may be conducted separately and adapted to specific audience needs and requirements.

Selection Criteria: State and local government radiological response teams and newly assigned hazardous materials response team members.

Prerequisites:

Required: IS-3, *Radiological Emergency Management*.

Recommended: None.

Hospital Emergency Department Management of Hazardous Materials Accidents (HMA) (G346)

This 1-day course introduces medical personnel to the procedures for handling radiation and other hazardous materials accident victims in the hospital environment. The goal is to enable participants to provide prompt and appropriate care for hazardous materials/radiological accident victims while minimizing exposure and preventing the spread of contamination. Part 1 concentrates on radiation accidents whereas part 2 covers other hazardous materials incidents.

Selection Criteria: Physicians, nurses, and others who provide emergency medical services in hospitals.

Prerequisites:

Required: Successful completion of IS-346, *Orientation to Hazardous Materials for Medical Personnel*.

Recommended: None.

Who's in Charge Here?: Exercising Leadership in an Emergency or Disaster (G351)

The purpose of this 6-hour course is to prepare local elected government officials to lead and direct their jurisdiction in implementing comprehensive emergency management systems.

At the conclusion of the course, participants will be able to:

- Exercise greater leadership in an emergency through a better understanding of their roles and responsibilities;
- Develop emergency management policies and procedures for emergency management activities and implement necessary policies and procedures to respond to and recover from a disaster;
- Initiate appropriate emergency management actions during a disaster;
- Negotiate through the intergovernmental response system to obtain the required resources and assistance in an emergency;
- Maximize gains for disaster recovery assistance through appropriate contacts and knowledge of available resources;
- Understand the partnership among federal, state, and local governments;
- Establish relationships and partnerships with other agencies and organizations (i.e., profit, not-for-profit, and business and industry) for effective emergency management response and recovery outcomes; and
- Take actions to ensure citizen satisfaction during a disaster and build credibility before a disaster.

Selection Criteria: Local elected officials (i.e., mayors, etc.).

Emergency Response to Criminal and Terrorist Incidents (G357)

The primary goals of this course include increasing safety by describing hazards that may exist at crime scenes, enhancing evidence preservation and rescue efforts and fostering cooperative working relationships among all responders through role and responsibility clarification. The course uses a combination of instructor-led discussions and video presentations and concludes with an exercise.

Selection Criteria: The audience for this 6- to 8-hour course consists of persons who will respond to a criminal or terrorist event. This course is a joint training effort that includes firefighters, emergency medical services, law enforcement, public works, and others with emergency management responsibility from a local community. It is recommended that this course be taught to groups from the same jurisdiction for maximum benefit.

Evacuation and Re-entry Planning Course (G358)

This 12-hour course is designed to provide participants with knowledge and skills needed to design and implement an evacuation and re-entry plan for their jurisdictions. It uses a community's vulnerability analysis and evacuation plan. It also addresses evacuation behavior and recommends methods to make evacuation and re-entry more efficient.

This course **does not address** the decision to evacuate or re-enter.

Selection Criteria: The persons responsible for planning, implementing, and carrying out evacuations within a jurisdiction must attend this course as a team. This includes, but is not limited to, local and state government emergency program managers, emergency planners, and response personnel.

Hurricane Planning (G360)

This 2½-day course is designed to assist state and local planners responsible for developing or revising emergency operations plans and procedures. The course provides methods and techniques for using the latest information from Hurricane Evacuation Studies and other sources in planning response operations before and after a hurricane.

Selection Criteria: Members of state and local planning teams from jurisdictions covered by a completed Hurricane Evacuation Study.

Workshop: Partnerships for Creating and Maintaining Spotter Groups (G365.3)

This 5-hour workshop emphasizes the valuable service that spotter groups provide to protect lives during hazardous weather and flooding. This activity is intended to promote the creation and enhancement of spotter groups across the country. It includes a wide variety of tools and approaches to help make spotter groups a key part of effective community warning systems. This workshop should be delivered jointly by emergency management and National Weather Service staff.

Selection Criteria: State and local emergency managers and National Weather Service staff.

Participants must bring a current copy of their EOP and a map of their jurisdiction to the training.

This course supplements EMI's Emergency Planning Workshop.

Selection Criteria: Ideally, Local Emergency Planning Teams that include one person from: emergency management; law enforcement; fire service; public health/medical service.

NOTE: While this course targets local governments, state personnel involved with assisting local planners are encouraged to apply.

Prerequisites:

Required: Participants should have a working knowledge of emergency planning (as articulated in *FEMA's Guide for All-Hazard Emergency Operations Planning*), the Incident Command System, and or EOC operations.

Recommended: None.

Course Length: 3 days
CEUs: 3.2

Mass Fatalities Incident Response (G386)

This course prepares local and state response personnel and other responsible agencies and professionals to handle mass fatalities effectively and to work with the survivors in an emergency or disaster.

Selection Criteria: The course is designed for a wide audience, encompassing the range of personnel with a role to play in mass fatality incidents. Coroners, medical examiners, funeral directors, heads of first response agencies (fire, police, EMS, etc.) planners, and emergency management coordinators will benefit from this course.

Homeland Security for Local Governments (G408)

This course teaches participants to evaluate, revise, or develop a homeland security appendix to their jurisdiction's existing Emergency Operations Plan (EOP). The course addresses such key issues as vulnerability analysis and command and control for homeland security events. In keeping with recommendations of the Gilmore Commission, this course builds on existing emergency response systems as articulated by the local EOP.

CHEMICAL STOCKPILE EMERGENCY PREPAREDNESS PROGRAM

CHEMICAL STOCKPILE EMERGENCY PREPAREDNESS PROGRAM (CSEPP) TRAINING COURSES

Ten states are part of the Chemical Stockpile Emergency Preparedness Program: Alabama, Arkansas, Colorado, Illinois, Indiana, Kentucky, Maryland, Oregon, Utah, and Washington.

These courses are not available for the general public. Only federal, state, and local personnel having CSEPP or WMD responsibilities may find these materials useful.

Training materials, job aids, and the CSEPP training plan can be downloaded from the CSEPP Web site at:

<http://www.ornl.gov/emc/cseppweb/femacsepphome.html>

CSEPP videos and CD-ROMs may be obtained through your CSEPP State Training Officer or may be purchased through the National Technical Information Service Web site at:

<http://www.ntis.gov>

Personal Protective Equipment (PPE) (G901)

This course is designed to be presented as an independent course or as part of the ACT FAST course.

This 4- to 6-hour course is designed to initiate emergency workers to the proper way to protect persons from contamination by donning PPE; removing potentially contaminated PPE without contaminating the wearer; recognizing the limitations of PPE; knowing when and how to use chemical detector kits; and knowing state and local work rules, policies, and procedures, as well as those used by CSEPP.

Selection Criteria: This course is designed to prepare personnel to perform the functions identified in Appendix L on Personal Protective Equipment for the CSEPP Planning Guidance and Standards: program participants, decontamination personnel, and emergency medical personnel.

Prerequisites:

Required: None.

Recommended: The ACT FAST course.

CSEPP JIC Advisor (G902)

This computer-based training (CBT) program is designed to be used as a Joint Information Center (JIC) familiarization and refresher course. It also contains a site-specific resources catalog that can be used by public affairs personnel in time of an emergency. The program is designed to provide

CSEPP Emergency Public Information (EPI) in a manner that is structured, learner-controlled, easily accessible, and maintainable. It can be used to guide EPI personnel through information that assists the learner in integrating and applying new information so that it can be transferred from the learning environment to emergency response.

The CSEPP CBT program's learning experience is presented through five components: an information component; a scenario component; a reference system component; and a CBT support component.

This program is designed to be self-paced and can be used by individuals within a work setting.

Selection Criteria: Individuals selected through FEMA region and state.

Prerequisites:

Required: None.

Recommended: JICsaw III course.

CSEPP Spokesperson Training (G903)

This 8- to 16-hour course is designed to develop in nonpublic affairs personnel the ability to successfully convey accurate and concise information to the media in a chemical (CSEPP) emergency.

The class covers:

- The function of the media today
- Media concerns
- Broadcast vs. print
- Being part of the message and message content
- On-camera actions and appearance
- Spokesperson responsibilities
- News conferences

The program consists of classroom instruction, group instruction, and one-on-one on-camera training. Portions of the class also focus on the relationship of the Joint Information Center and

System to the successful dissemination of information during an emergency.

Selection Criteria: CSEPP specific. Funded by the U.S. Army Soldier and Biological Chemical Command (SBCCOM).

NOTE: *The length of the class is determined by the number of participants.*

CSEPP Chemical Awareness (G904)

This 8-hour course is designed to familiarize participants with the chemical stockpile and its components, the Chemical Stockpile Disposal Program (CSDP), and the Chemical Stockpile Emergency Preparedness Program (CSEPP). Participants will be able to recognize chemical agent characteristics, signs and symptoms of agent exposure, and how to avoid contact with agents in an off-site incident involving the accidental release of one or more chemical agents (nerve agents, such as Vx, GA, GB; and blister agents such as sulfur mustard).

Specifically, at the end of this training program, the participant should be able to describe the types of chemical agents stored in each location, describe the major emergency planning steps for protecting people in the event of a chemical incident, describe how to avoid contact with chemical agents, and describe the effects of weather and terrain on the movement of chemical agents.

Selection Criteria: This course is designed for people engaged in planning for emergency response in the event of a chemical agent incident under the CSEPP.

ACT FAST (Agent Characteristics Toxicity—First Aid and Special Treatment) (G905)

This 8-hour course is designed to prepare emergency medical personnel to recognize and provide first response treatment to persons accidentally exposed to nerve and blister agents. The objective of this training program is to prepare participants to respond to an off-installation scene involving an accidental release of one or more chemical agents (nerve agents,

such as Vx, GA, GB; and blister agents, such as sulfur mustard).

Specifically, at the end of this training program, the participant should be able to describe the potential hazards of nerve and blister agents; (what they are, how they spread, and how they work to identify the signs and symptoms of nerve and blister agent exposure) and to describe the initial first-aid treatment for victims of nerve and blister agents.

Selection Criteria: This course is designed to prepare participants to respond to an emergency situation involving an accidental release of nerve or blister agent. The focus is pre-hospital treatment—providing treatment at the scene and during transportation to the hospital. Although anyone who performs emergency medical duties can use the information provided in this course, it is especially designed to meet the needs of those who are likely to be the first on scene: emergency medical technicians, police, fire department personnel, paramedics, ambulance operators, and nurses.

Prerequisites:

Required: None.

Recommended: CSEPP Chemical Awareness course (G904).

Response Phase Decontamination (G906)

This course is designed to be presented as an independent course or as part of the ACT FAST course.

Decontamination should be considered an integral part of the necessary planning for emergency response. Adherence to the response phase decontamination guidelines will reduce the potential for injury and save lives during the emergency response phase immediately following a significant agent release. Decontamination (decon) of people exposed to a chemical agent must begin in the first stages of response, possibly concurrently with the implementation of protective actions. Independent modules (each requiring 1-2 hours) have been developed covering performing self- and buddy decon; decon station procedures;

decon by emergency medical personnel; and a planner's checklist for use in planning for decon within the CSEPP framework.

Selection Criteria: This course is designed to prepare personnel to perform the functions identified in Appendix L on Response Phase Decontamination for the CSEPP Planning Guidance and Standards: program participants, decon station personnel, and emergency medical personnel.

Prerequisites:

Required: None.

Recommended: CSEPP Chemical Awareness or ACT FAST course should be completed before this course.

Use of Auto-Injectors by Civilian Emergency Medical Personnel to Treat Civilians Exposed to Nerve Agent (G907)

This course is designed to be presented as an independent course or as part of the ACT FAST course.

This 3-hour course is designed to prepare participants to identify antidotes to be administered in the event of nerve agent exposure, identify the conditions under which antidote auto-injectors should be used, demonstrate the use of the antidote auto-injectors, and recognize adverse reactions to the use of the antidotes.

Selection Criteria: This course is designed to prepare those persons called upon to respond to an emergency situation involving an accidental release of nerve agent who are allowed, under pertinent state laws and regulations, to administer drugs. May include emergency medical technicians, paramedics, and nurses.

Prerequisites:

Required: The ACT FAST course.

Recommended: None.

Joint Information Center/Joint Information System (JICsaw III) (G908)

This course is 16 to 24 hours depending on the presentation. The *JICsaw III* course is an updated and expanded version of the original CSEPP *Joint Information Center/System (JIC/JIS)* course. The *JICsaw III* course describes how to plan for and implement a successful multiagency emergency information program.

JICsaw III is a 3-day, comprehensive, modular package designed to provide your staff with a basic foundation in the concept, goals, focus, functions, organizational structure, and facility of the JIC. It is a generic foundation on which each site can build or enhance its site-specific JIC/JIS plans and procedures and strengthen its team. The course concludes with an enhanced JIC demonstration using a scenario that tests JIC play with realistic activity. The *JICsaw III* course consists of 2 days of classroom instruction and a 1-day exercise.

Selection Criteria: This course is designed for people whose duties during an emergency response to a CSEPP chemical agent incident will require them to perform their jobs in the Joint Information Center.

Prerequisites:

Required: For background, the *Chemical Awareness* course should be taken before attending this course. For PIOs, the *Basic Public Information Officers* course (G290) must be taken prior to attending the *JIC/JIS* course.

Recommended: None.

Technical Planning and Evaluation (G909)

An accident involving chemical agents could be a rapidly occurring event with no time for detailed analysis—it would require an immediate emergency response. In order to provide such a response, as much decision making as possible regarding protective action strategies should be completed during the response planning phase. Then the decisions made can be implemented in

case of an accident. Protective action strategies are sets of pre-planned responses to different emergency situations that are developed using a variety of planning tools. After the strategies have been defined, a decision making process can be developed for selecting the appropriate strategy in an emergency.

This computer-based, self-paced course is designed to identify the physical and chemical properties of chemical agents that are important to the protective action decision making process and how these relate to developing protective action strategies; to identify the potential human health effects of chemical agents that are important to the protective action decision making process and how these relate to developing protective action strategies; to define and illustrate the concepts of exposure, dose, and risk, and show how these relate to the protective action decision making process; to list the basic function of models and describe their use in planning; to list and describe the specific planning tools developed within CSEPP for protective action planning; and to define evacuation and sheltering as protective actions for CSEPP.

Specifically, at the end of this training program the planner will be able to use the information and concepts discussed in the CSEPP Planning Guidance to develop local protective action strategies. By completing a detailed case study requiring development of strategies for responding to a set of specified conditions, the planner will use the CSEPP emergency decision making process just as it is to be used on the job: first identifying critical information required to make the decision, then identifying the affected portion of the emergency planning zone, and finally identifying the protective action strategy to be implemented.

Selection Criteria: This course is designed for those responsible for developing protective action plans for CSEPP chemical accidents, as well as for those who want an overview of the planning process and the tools used in developing protective action plans.

Prerequisites:

Required: Completion of the *CSEPP Chemical Awareness* course is a prerequisite for taking this course. This course also requires, as a minimum, a 286 DOS-based

machine with 4 Megs of memory running Windows 3.0 or 3.1. Basic computer skills are a requirement for the participant running actual models as required in the workbook portion and are suggested for the participant seeking an overview and not participating in the model exercises.

Recommended: None.

Techniques for CSEPP Program Instructors (G910)

This course is designed to familiarize instructors of the Chemical Stockpile Emergency Preparedness Program with: the adult learning process, the characteristics and responsibilities of an effective instructor, the five methods of instruction, presentation techniques including the use of voice and body language for effective communication, the four-step process for dealing with resistance, the use and misuse of questions, the use of instructional aids, and the importance and use of evaluation.

Selection Criteria: This course is designed for people whose duties include conducting CSEPP-specific training.

Chemical Stockpile Emergency Preparedness Program Videos

Chemical Stockpile Agent Characteristics and Effects

This video is designed to accompany the *Agent Characteristics and Toxicology First Aid and Special Treatment* (known as the ACT FAST) classroom-training course. The video has coupled adult learning principles with exemplary video techniques to produce a program that teaches sophisticated information about chemical warfare agents in a manner every adult, not only those involved in CSEPP, can understand. Although designed for use in FEMA's technical training courses for state and local CSEPP personnel, the material presented will help all emergency workers responsible for protecting U.S. citizens in the event of a chemical warfare agent release.

Re-Act FAST/Re-Act FAST II (Refresher on Agent Characteristics and Toxicology First Aid and Special Treatment)

This video was designed for CSEPP as a refresher course to prepare emergency workers to recognize and provide initial treatment to persons exposed to nerve and blister agents. The video is intended to provide information to those qualified to perform emergency medical treatment, such as emergency medical technicians, paramedics, ambulance operators, nurses, and others who may be in a position to provide assistance to persons exposed to nerve and blister agents. This includes recognizing signs and symptoms of nerve and sulfur mustard agent exposure, appropriate decontamination procedures, and the pre-hospital treatment for nerve agent poisoning using the appropriate doses of atropine and 2-PAM chloride.

The *Re-Act FAST II* video contains updated information on donning and doffing CSEPP-approved Personal Protective Equipment (PPE).

Residential Shelter-In-Place (SIP)

This video describes Shelter-In-Place techniques for residential structures in CSEPP communities. It explains how officials will notify residents to Shelter-In-Place, why and how sheltering protects people from a chemical vapor, and the measures residents can take to protect themselves in their homes from a chemical agent. Available in video or DVD format. DVD contains additional supporting documents and reports.

How Do I Know? Guide to Selecting PPE

How Do I Know? is a video that describes and illustrates the testing and evaluation that went into assessing Personal Protective Equipment (PPE) available for use by civilian emergency responders and addresses federal regulatory requirements that have helped shape CSEPP emergency responder operations. It compliments *A Guide to the Selection of Personal Protective Equipment for Responding to a Release of Chemical Warfare Agents*. This guide contains a

collection of information sheets dealing with PPE that were prepared for use in CSEPP technical training courses on PPE, decontamination procedures, and medical care of chemical casualties.

An Introduction to Protective Action Decision Making

This video describes two primary protective action options (evacuation and shelter-in-place) that could be recommended during a chemical emergency, the crucial decision issues for each option, and a process that planners and decision makers can use in developing protective action plans.

Some Assembly Required: How Models are Built and Used

This video describes what scientific models are, how models are developed, how models can be used in the protective action decision making process, and the limitations and issues concerning the reliability of models.

Chemical Stockpile Emergency Preparedness Program CD-ROMs

Emergency Planner's Companion Series

A suite of five CD-ROM titles designed to familiarize planners with and evaluate their competency in critical areas of the emergency planning process. CD-ROMs include:

- Command and Control
- Public Education and Information
- Protective Action
- Emergency Operations and Evacuee Support
- Communications*

**Currently under development.*

Command and Control

Its primary audience includes planners involved in CSEPP, but it will also be useful to others involved in developing plans for coordinating resources and implementing response procedures for fast-moving emergencies. The material is based on recommendations of the CSEPP Planning Guidance and addresses issues involved in preparing for a coordinated response among agencies responsible for protecting the public from the consequences of a chemical warfare agent release.

This course will prepare emergency planners to develop plans that help officials analyze an emergency situation and decide on the appropriate response, direct and coordinate the efforts of emergency response forces under their control, coordinate with the efforts of other involved organizations, and ensure that needed response resources are available and used effectively.

Medical Sustainment Training

The CD-ROM contains six interactive computer-based modules designed as a refresher training program, which are accredited for Continuing Medical Education credit for hospital and pre-hospital medical care providers. The modules are: Nerve Agents, Vesicant Agents, PPE and Worker Fitness, Chemical Case Studies, Decontamination, and Triage. These courses also are available on-line through the CSEPP Portal Web site.

Protective Action

Its primary audience includes planners involved in CSEPP, but it will also be useful to others involved in planning for actions the public can take to avoid exposure to chemical agent hazards.

This course is intended to foster planning that maximizes the effectiveness of protective actions. The course describes the public protective actions appropriate under CSEPP, outlines a methodology for selecting the best protective action within the time constraints of a fast-moving emergency, lists measures that must be taken beforehand to implement each

protective action during an emergency, and describes decision making and implementation issues related to self- and buddy decon which may be advised for the public to reduce the effects of agent exposure.

Public Education and Information

Its primary audience is planners involved in CSEPP, but it will also be useful to others involved with implementing public educational programs and issuing emergency warnings.

This course will assist planners in providing factual information to the public in a timely and effective manner during an emergency involving chemical agents. If the public is to respond quickly and effectively to an emergency involving toxic chemical agents, people must be made aware of the risk from chemical agents and the necessary protective actions well before an emergency occurs. A carefully planned public education program is needed to provide people potentially at risk with the knowledge required to take lifesaving actions.



CSEPP State Exercise and Training Officers

The CSEPP exercise and training officers in each of the CSEPP states maintain the schedule for these courses in their respective states. Please contact them for further information on outside availability of these courses.

Alabama	Doug Morgan Alabama Emergency Management Agency 5898 County Road 41 P.O. Drawer 2160 Clanton, Alabama 35046-2160	Phone: (205) 280-2221 Fax: (205) 280-2444 E-mail: dougm@ema.alabama.gov
Arkansas	Rebecca Edwards Arkansas Department of Emergency Management rebecca.edwards@adem.state.ar.us P.O. Box 758 Conway, Arkansas 72034	Phone: (501) 730-9750 (ext. 9816) E-mail:
Colorado	Dick Vnuk Colorado Office of Emergency Management 15075 South Golden Road Golden, Colorado 80401-3979	Phone: (303) 273-1774 Fax: (303) 273-1795 E-mail: dick.vnuk@state.co.us
Illinois	Jana S. Fairow Illinois Emergency Management Agency 1035 Outer Park Drive Springfield, Illinois 62704	Phone: (217) 782-6594 E-mail: jfairow@iema.state.il.us
Indiana	Robert O. Stanley Indiana State Emergency Management Agency 302 W. Washington Street, Room E208 Indianapolis, Indiana 46204	Phone: (317) 232-6878 Fax: (317) 232-3895 E-mail: rstanley@sema.state.in.us
Kentucky	Logan Weiler III Kentucky CSEPP 90 Airport Road logan.weiler@ky.ngb.army.mil Frankfort, Kentucky 40601	Phone: (502) 607-5725 Fax: (502) 607-5710 E-mail:
Maryland	Paul Kozloski Maryland Emergency Management Agency State Emergency Operations Center pkozloski@mema.state.md.us Camp Fretterd Military Reservation 5401 Rue Saint Lo Drive Reisterstown, Maryland 21136	Phone: (410) 517-5126 Fax: (410) 517-3610 E-mail:
Oregon	Stan Ross Oregon Emergency Management Agency, 125 Southeast First Street Pendleton, Oregon 97801	Phone: (541) 966-9640 Fax: (541) 966-9650 E-mail: sross@oem.state.or.us
Utah	Marc DiFrancesco Utah Division of Emergency Services and Homeland Security/CSEPP P.O. Box 141710 1110 State Office Building Salt Lake City, Utah 84114	Phone: (801) 538-3400 (800) 753-2858 Fax: (801) 538-3770 E-mail: mdi francesco@utah.gov
Washington	Steve Debow Washington Emergency Management Building 20 Camp Murray, Washington 98430-5122	Phone: (253) 512-7066 Fax: (253) 512-7206 E-mail: s.debow@emd.wa.gov

Professional Development

In most communities, the strength of the emergency management system is related directly to the skills of the local emergency management professionals. Protection of lives and property begins on the local level where the emergency impact is felt immediately. Prompt, effective response and speedy recovery is the result of planning done over the years. The creation of a viable emergency management system, one that can tap needed resources from both public and private agencies, can be credited to those individuals who took leadership roles in their communities.

Course initiatives for instilling management and state-of-the-art skills for the training cadre and for developing additional expanded professional capabilities are now available. This cadre is at the core of training and a professional, competent emergency management workforce. The Master Trainer Program is designed to develop this cadre of training professionals capable of performing all training functions from analyzing training needs to the design, development, delivery, and evaluation of training activities with the goal of achieving excellence through training.

Resident Courses

MASTER TRAINER PROGRAM

In the Master Trainer Program (MTP), each participant will be designing and developing training specific to the needs of his or her organization. After the *Performance and Needs Assessment* course, participants should conduct a needs assessment to identify a valid training need. Based on an identified need, a task analysis must be completed and used in the *Instructional Design* course to develop a Plan of Instruction that will be used in the *Course Development* course to develop training materials like Instructor Guides and Student Manuals. These materials will be used in the *Instructional Delivery* course to present a unit or a segment thereof. In *Evaluation of Training*, participants will design an evaluation instrument for some of the units in their course materials.

During the *Alternate Delivery Methods* course, participants will learn about designing and developing training for delivery using televised instruction, computer-based mediums, the Internet, and print-based independent study.

Individuals interested in applying for the Master Trainer Program must attend the *Management and Supervision of Training* course first. This course is a prerequisite for all the other courses in the Master Trainer Program. In order to apply for the Practicum, an individual must have completed *Management and Supervision of Training*, and *Performance and Needs Assessment*, and be accepted into the Master Trainer Program.

The practicum is the culminating activity of the Master Trainer Program. A Master Trainer candidate will be required to submit a proposal. Upon approval, a staff advisor will be assigned to the candidate as a mentor and provide necessary support. The practicum requirement should be completed within 1 year of successful completion of all other Master Trainer requirements. Those who complete the entire program will be presented an EMI certificate stating they have completed the Master Trainer Program.

Completion of the National Fire Academy's *Fire Service Course Design* course may be substituted for EMI's *Instructional Design* course. No other course substitutions will be permitted.

The MTP consists of eight resident courses and a practicum that have been designed to develop or improve skills of emergency management trainers. Upon completion of the MTP, emergency management professionals will possess the skills and abilities to analyze performance shortfalls and design, develop, deliver, and evaluate performance-based training for adult learners.

The MTP curriculum consists of the following courses:

- E601** *Management and Supervision of Training* (description on page 151)
- E602** *Performance and Needs Assessment* (description on page 152)
- E608** *Alternate Delivery Methods* (description on page 154)
- E603** *Instructional Design* (description on page 152)
- E604** *Course Development* (description on page 153)
- E605** *Instructional Delivery* (description on page 153)
- K606** *Evaluation of Training* (description on page 154)
- E607** *Master Trainer Practicum* (description on page 154)

To Apply

Applications for admission to the Master Trainer Program will only be accepted after completion of E601. Applications will be reviewed on an individual basis as they are received and require the following items:

- A letter from the applicant requesting admission to the program. The letter should specify applicant's qualifications, commitment to complete the entire program, and expectation of the program.
- A General Admission Application Form (FEMA Form 75-5). Item #9a should state "*EMI Master Trainer Program*." Indicate in item #10 completion of the *Management and Supervision of Training* course.
- The questionnaire, which is provided to all persons who complete the *Management and Supervision of Training* course, completed with information about a training need the applicant has identified in his/her area of responsibility.
- A letter of recommendation from the applicant's immediate supervisor indicating the organization's commitment to allow the applicant to complete the entire program.

- A college transcript or a copy of the diploma to support the completion of at least an associate's degree.

All materials should be packaged and sent directly to:

Master Trainer Program
Emergency Management Institute
16825 South Seton Avenue
Emmitsburg, Maryland 21727-8998

The Emergency Management Institute will send a copy of the application to the appropriate State Training Officer for Emergency Management to obtain his/her approval. Without this approval, the applicant cannot be accepted into the program.

Individuals who are not accepted for the Master Trainer Program may apply for the individual courses within the program. Enrollment will be on a space-available basis, first come, first served.

Management and Supervision of Training (E601)

This course is designed to enable participants to develop, plan, manage, and evaluate a training program effectively. Key topics include using an EMI-developed training management analysis tool to develop a training program, designing and developing courses, and selecting training sites, arranging logistics, promoting teamwork during training, minimizing liability, evaluating a training program, and developing an awareness of the alternatives available to standard classroom delivery.

This course is the initial activity in the Master Trainer Program. As such, it provides a surface look at the functions of needs assessment, course design, course development, course delivery, and course evaluation. It is appropriate for those training managers whose training responsibility is a collateral responsibility or who are new to the position.

Selection Criteria: This course is designed for those who have overall responsibility for developing, planning, managing, and evaluating training programs. FEMA regional training managers, state emergency management training officers, and other state-level organizational training managers are appropriate candidates for this course. Managers of local training organizations will be accepted provided they demonstrate that the system they manage is of a complexity commensurate with that of the state emergency management organization which includes all functions identified above.

Prerequisites:

Required: Applicants must have the responsibility for developing, planning, managing, and evaluating a training program.

Recommended: None.

Pre-Course Work: Participants will be required to do some pre-course reading.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curriculum: Human Resource Management or Adult Education

Course Length: 4 days
CEUs: 3.0

Performance and Needs Assessment (E602)

This course will enable the participant to conduct performance and needs assessments. An assessment is developed based on a problem that individuals bring to the course. The plan is the basis for conducting a performance and needs assessment that is analyzed to determine an appropriate intervention.

Selection Criteria: The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other key emergency management trainers.

Prerequisites:

Required: Participants must complete E601 first.

Recommended: Participants also should do research on a real problem from their department, agency, or organization.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curriculum: Education, Public Administration, or Emergency Management

Course Length: 4 days
CEUs: 3.0

Instructional Design (E603)

This course will enable the participant to develop a plan of instruction the POI is used to develop supporting training materials. Participants work on the needs assessment completed after the E602 course.

During the course, participants will use the task list to organize their training and work on a Plan of Instruction. Participants will present their Plan of Instruction and supporting analysis to other class members to sell their ideas and plan. Activities include analyzing tasks and content, analyzing the audience, writing objectives, planning participant and course evaluation, and selecting instructional strategies and methods.

Selection Criteria: The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other key trainers with emergency management responsibilities.

Prerequisites:

Required: Participants must complete E601, E602, and E608.

Recommended: None.

Pre-Course Work: Since participants will be designing training based on a needs assessment, they are required to submit a list of tasks that students should be able to perform at the end of the training. Reading assignments also are part of pre-course work.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curriculum: Education, Public Administration, or Emergency Management

Course Length: 4 days
CEUs: 3.0

Course Development (E604)

This course will provide participants with the knowledge, skills, and tools necessary to develop course materials for a content-specific course of instruction, which can be delivered effectively by other instructors.

Participants will complete parts of a Student Manual and Instructor Guide, plus some visuals, a job aid, an activity guide, and pre-course letter.

Selection Criteria: The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other trainers with emergency management responsibilities.

Prerequisites:

Required: Participants must complete E601, E602, E608, and E603 first.

Recommended: None.

Pre-Course Work: Participants will be required to complete and submit the Plan of Instruction they completed during the *Instructional Design* course, do some preparatory reading, and complete a short self-study module on designing self-study materials.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curriculum: Education, Public Administration, or Emergency Management

Course Length: 4 days
CEUs: 3.0

Instructional Delivery (E605)

This course will provide the participant with the knowledge, skills, and tools to become a more effective instructor. The course includes in-class reading assignments, workgroup exercises, a quiz, and individual presentations. Since the emphasis of this course is on *delivery*, participants will be required to deliver **THREE** presentations using a variety of training techniques.

Selection Criteria: The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other trainers with emergency management responsibilities. Another focus will be on other personnel that conduct training for their agency. This could include other federal, state, and local agencies or groups.

Prerequisites:

Required: Participants must complete E601, E602, E608, E603, and E604 first. This course is also considered a stand-alone. You **do not** have to be part of the Master Trainer Program to apply for this course.

Recommended: None.

Pre-Course Work: Participants *must be prepared to deliver a presentation using the content of the unit or lesson of instruction that was developed in the Course Development course* or that they are developing for their Master Trainer Practicum, or another unit of instruction from something else they have developed. The participant **must** come to class with a complete unit to include the instructor guide, student manual, and visuals.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curriculum: Education, Adult Learning (Training), Public Administration, Emergency Management, or Human Resource Development

Course Length: 4 days
CEUs: 3.1

Evaluation of Training (K606)

This Web-based course will provide the participant with the knowledge, skills, and tools to evaluate training effectively. Using instructional materials designed and developed in previous Master Trainer courses, participants will develop a couple of evaluation instruments for the training they are developing.

This is only available as self-paced training using the World Wide Web (WWW). When participants complete E604 *Course Development*, they are put on a waiting list for K606. A blind drawing is conducted for participants who complete E604 at the same time to determine the order on the waiting list.

Only 10 participants can be enrolled in K606 at one time and participants have up to 14 weeks to complete, though most will complete in 4-8 weeks. Participants will submit four written assignments for instructor evaluation and will be able to communicate electronically with the instructor and other participants.

When a participant completes K606, the next participant on the waiting list will be notified to begin. A standard certificate will be issued upon successful completion of the course.

Selection Criteria: The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other trainers with emergency management responsibilities.

Prerequisites:

Required: Participants must complete E601, E602, E603, and E604 first.

Recommended: None.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curriculum: Education, Adult Education and Training, or Human Resources Management

Course Length: 4 to 14 weeks on the Web
CEUs: 3.1

Master Trainer Practicum (E607)

The Master Trainer Practicum is the culminating activity of the Master Trainer Program. It is not a course, but it involves an individual project in which the participant is responsible for conducting a training needs analysis aimed at enhancing some area of emergency management. Under the supervision of a mentor, the participant will then design, develop, deliver, and evaluate a training activity to meet those needs.

Selection Criteria: The Master Trainer Practicum is available only to those individuals who have been accepted and enrolled in the Master Trainer Program and completed E602, *Performance and Needs Assessment*.

Prerequisites:

Required: Participants must complete E601 and E602 before submitting a practicum proposal for approval. Upon approval of the proposal, the participant will be notified and assigned a mentor. Together the mentor and participant will prepare a review plan for completion of the practicum.

Recommended: None.

Course Length: (Not a course)
CEUs: 0

Alternate Delivery Methods (E608)

The *Alternate Delivery Methods* course is designed to train professionals in how to evaluate several nonclassroom training alternatives and choose the most effective method(s) for delivering training. This course will provide a review of the most current delivery methods.

At the conclusion of *Alternate Delivery Methods*, the participants will be able to:

1. Choose the most efficient and effective delivery method or combination of methods based upon content, audience, and course objectives.
2. Identify the various personnel, equipment, and system resources necessary to provide training using a variety of methodologies.
3. Develop a business case and marketing plan for supporting the use of alternate delivery methods.

Selection Criteria: Participants in this course should be training managers who are actively involved in the course design, development, delivery, and evaluation process. Strong preference will be given to those applicants who have completed E601 and E602. E608 is also a stand-alone course. This means the participant **does not** have to be part of the Master Trainer Program.

Prerequisites:

Required: Participants must complete E601 and E602 first. Knowledge, skills, and abilities in the areas of conducting needs assessments, course design, development, delivery, and evaluation are needed. The applicant must be familiar with the basic Microsoft Office 97 and Microsoft Office 2000 software packages, especially PowerPoint. The applicant will be required to complete some pre-course work.

Recommended: Skill in using the Microsoft Internet Explorer or the Netscape Internet browser package also will be helpful.

Course Length: 4 days
CEUs: 3.0

ACE Recommendation:

Credit Hours: 2 hours
Level: UD
Curriculum: Educational Methodology
Instructional Technology

Annual Training and Exercises Conference (E237)

This conference is by “invitation only,” and is conducted annually. The intended audience for this conference is State Training Officers, State Exercise Training Officers, and FEMA Regional Training Managers. The purpose of the conference is to address training issues and share information concerning FEMA and state training initiatives. Best practices of both the federal government and the states are a priority of the conference.

Selection Criteria: Open to State Training Officers (STO), State Exercise Training Officers (ETO), and FEMA Regional Training Managers (RTM).

Course Length: 4½ days
CEUs: 0

Advanced Public Information Officers (E388)

This advanced course builds on the foundations established in *Basic Public Information Officers* (G290) by focusing on PIO responsibilities in large-scale emergency situations. This is accomplished through a series of lectures and simulation exercises. Topics include legal issues, risk communication, interpersonal skills, effective communication in emergencies, media relations, and use of the joint information system.

Selection Criteria: Full- and part-time public information personnel who have completed the *Basic Public Information Officers* (G290). This requirement can be waived for those individuals who have extensive experience in public information activities. Waiver requests must be submitted and approved in writing before an application will be accepted.

Prerequisites:

Required: *Basic Public Information Officers* (G290) (or pre-approved EMI waiver).

Recommended: None.

Course Length: 4 days
CEUs: 3.1

Non-Resident Courses

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 199).

In most communities, the strength of the emergency management system is related directly to the skills of the local emergency management professionals. Protection of lives and property begins on the local level where the emergency impact is felt immediately. Prompt, effective response and speedy recovery is the result of planning done over the years. The creation of a viable emergency management system, one that can tap needed resources from both public and private agencies, can be credited to those individuals who took leadership roles in their communities.

FEMA's Professional Development curriculum addresses skills and abilities required by the emergency management professional in today's complex environment. Whether dealing with natural hazards, technological hazards, or national security hazards, the emergency manager must be prepared to exercise a leadership role that extends far beyond his or her own department.

The field of emergency management is emerging into higher visibility in communities throughout the Nation as they are victimized by disasters that are increasingly severe and more numerous. With this come greater responsibilities for the emergency managers, and likewise for the trainers who guide them in developing the skills to deal with disasters. In our efforts to professionalize the emergency management workforce, the Professional Development Series has been the central focus.

Managing People in Disasters: A Local Perspective (G249)

This 3-day course is aimed at preparing people to step in to manage and supervise in chaotic and stressful crisis situations. The package of skills offered in this course should enable an emergency manager to shift from managing a normal office environment to supervising an expanded staff in rapidly changing conditions.

Major topics include communicating, community relationships, leadership, managing staff, teams, and managing the work.

Selection Criteria: Anyone who performs emergency management work. Although this course is not a requirement for the PDS certificate, it does apply many of the basic skills within a disaster context, and thus offers the possibility of being given as a Capstone experience or offered as refresher modules at conferences and other functions.

Prerequisites:

Required: None.

Recommended: IS-240, *Leadership and Influence*, IS-241, *Decision Making and Problem Solving*, and IS-242, *Effective Communication*.

Instructional Delivery Skills (G265) (formerly G261, Instructional Presentation Skills)

The purpose of this 3½-day course is to prepare the participant to assist with state-delivered training. It covers preparation, presentation, and evaluation skills. In addition, participants will be able to incorporate the needs of training participants into their training delivery. At the conclusion of this course, participants should be able to:

- Analyze the audience characteristics, given a particular training activity.
- Review course materials to determine how the needs of the training participants affect their presentation.
- Prepare to use instructional techniques, methods, and media effectively.
- Prepare and manage the learning environment.
- Demonstrate effective instructional delivery techniques given a specific audience and materials.

Selection Criteria: Members of state and local emergency management teams. Recommended for members of state and local emergency management teams who assist in the teaching of FEMA- or state-developed classroom training.

Prerequisites:

Required: Must have responsibility for teaching a portion of a FEMA- or state-developed course.

Recommended: None.

Public Policy in Emergency Management (G280)

This 1-day course is designed to heighten awareness of public policy issues inherent in emergency management. Discussions and exercises cover public policy analysis, executive roles, hazard evaluation, establishing public policy, and media relations.

Selection Criteria: Elected and appointed officials of state and local governments who have policy responsibilities, such as mayors, city council members, county executives, district attorneys, legal counsel, county supervisors, attorneys general, adjutants general, public safety directors, budget officers, and those with similar responsibilities.

Basic Public Information Officers (PIO) (G290)

This 2½-day course is intended for the new or less experienced PIO. Its emphasis is on the basic skills and knowledge needed for emergency management public information activities. Topics include the role of the PIO in emergency management, conducting awareness campaigns, news release writing, and television interviews.

Selection Criteria: Emergency management personnel, including fire and law enforcement who have either full- or part-time responsibilities for public information in their communities or departments. Individuals with considerable experience in public information may want to consider applying for a waiver to attend the *Advanced Public Information Officers* (E388) course at EMI. See page 155 of this catalog for details.

ADVANCED PROFESSIONAL SERIES

Participants who complete the 5 required courses and any 5 of 16 elective courses are eligible to receive the Advanced Professional Series Certificate of Completion.

Required Courses

- G191** *Incident Command System/Emergency Operations Center Interface* (description on page 134)
- G250.7** *Rapid Assessment Workshop* (description on page 161)
- G270.4** *Recovery from Disaster: The Local Government Role* (description on page 162)
- G275** *Emergency Operations Center (EOC) Management and Operations* (description on page 137)
- G318** *Mitigation Planning Workshop for Local Governments* (description on page 126)

Elective Courses

Any of the last three listed not taken as a required course, and

- G108** *Community Mass Care Management* (description on page 160)
- G110** *Emergency Management Operations Course for Local Governments* (description on page 176)
- G137** *Exercise Program Manager* (description on page 177)
- G196** *Advanced Incident Command System* (description on page 135)
- G197** *Emergency Planning and Special Needs Populations* (formerly G250.3—*Disaster-Related Needs of Seniors and Persons with Disabilities*) (description on page 160)
- G202** *Debris Management* (description on page 161)
- G271** *Hazardous Weather and Flood Preparedness* (description on page 136)

- G272** *Warning Coordination* (description on page 137)
- G276** *Resource Management* (description on page 137)
- G288** *Donations Management Workshop* (description on page 162)
- G290** *Basic Public Information Officers* (description on page 157)
- G358** *Evacuation and Re-entry Planning* (description on page 141)
- G361** *Flood Fight Operations* (description on page 163)
- G362** *Multi-Hazard Emergency Planning for Schools* (description on page 126)
- G386** *Mass Fatalities Incident Response* (description on page 142)
- G408** *Homeland Security Planning for Local Governments* (formerly *Terrorism Planning Course*) (description on page 142)

from a major debris-generating event with emphasis on state, tribal, and local responsibilities. Developed from a pre-disaster planning perspective, the course includes debris staff organizations, compliance with laws and regulations, contracting procedures, debris management site selection, volume reduction methods, recycling, special debris situations, and supplementary assistance.

Selection Criteria: Tribal, local, and state emergency management personnel, including public works and waste management staffs, who are responsible for planning and/or implementing debris removal and disposal actions.

Course Length: 4 days
CEUs: 2.4

State Coordinating Officer (E208)

This course provides the knowledge and skills to work effectively in a management team with state and federal partners in a Disaster Field Office (DFO) or Emergency Operations Center (EOC). The focus of this course is on the SCO position, roles and responsibilities, and relationships to other partners in EOC, DFO, etc.

Selection Criteria: State staff who have disaster management responsibilities such as; Individual Assistance Officers, Public Assistance Officers, State Hazard Mitigation Officers, State Public Information Officers, State Coordinating Officers, and others who have a disaster management assignment.

Prerequisite:

Required: IS-208, *State Disaster Management*, completed through the Independent Study Program.

Recommended: None.

Course Length: 4 days
CEUs: 2.9

Disaster Operations and Recovery

EMI's Disaster Operations and Recovery curriculum provides training and education for federal, state, tribal, and local personnel involved in response and recovery activities.

The curriculum emphasizes the functions involved in response and recovery that can be applied to all hazards.

Recent disasters illustrate the need to have disaster response and recovery plans and to provide training for disaster workers on their roles, responsibilities, functions, and procedures in disasters. The Disaster Operations and Recovery curriculum provides such training and education for workers at the federal, state, tribal, and local levels of government and allied organizations.

Resident Courses

Debris Management (E202)

Revised in fiscal year 2001, this course provides an overview of issues and recommended actions necessary to plan for, respond to, and recover

Recovery from Disaster: The Local Government Role (E210)

The resident version of this course is designed for local disaster recovery teams consisting of emergency managers, city/county administrators, public works directors, building inspectors, and community planners. The course focuses on the roles and responsibilities of each team member, and provides guidance on developing a local disaster recovery plan. Best practices in disaster recovery are summarized in a CD-ROM toolkit included in course materials. Participants are given the opportunity to develop an outline of their own recovery plan during the course.

Selection Criteria: Local government emergency managers, building officials, community planners, city or county administrators, and public works directors. State disaster recovery personnel who work directly with local governments in disasters are eligible to attend the course. FEMA staff who serve as community liaisons in disasters also are eligible and are encouraged to enroll in this course.

Course Length: 4 days
CEUs: 2.5

State Community Relations (E282)

This course provides knowledge and skills to individuals who are responsible for establishing, maintaining, and managing a state and local community relations capability in partnership with FEMA.

Selection Criteria: State personnel who are responsible for the development and management of a state and local community relations capability. These individuals may be managers from emergency management or an agency such as human resources or social services.

States are encouraged to bring a copy of existing documents such as a community relations annex to emergency operations plan, operating procedures, etc.

Course Length: 4½ days
CEUs: 3.1

State Donations Management Course (E288)

This course is intended to provide state personnel, assigned as State Donations Coordinators, with the capability to develop and coordinate a state program to manage unsolicited donated goods and unaffiliated volunteer services effectively during a large-scale disaster.

Selection Criteria: Priority will be given to states who send a team of two participants; the State Donations Coordinator and a leading member of a voluntary agency (such as the Voluntary Organizations Active in Disaster (VOAD) chair). Each FEMA region also is invited to send a Human Services staff member.

Prerequisites:

Required: None.

Recommended: IS-288, *Role of Voluntary Agencies in Emergency Management*.

Course Length: 4 days
CEUs: 2.5

Basic Crisis Counseling Grant Program Course (E354)

This course is intended to prepare the state departments of mental health to respond to a presidentially declared disaster. The main focus of the course is completion of the grant application for funding. The course provides training on disaster mental health concepts and organizational aspects of disasters and promotes pre-disaster planning that will expedite the grant application process. Enrollment is limited to one person per state.

NOTE: *This course does not provide instruction on crisis counseling or stress management techniques.*

Selection Criteria: This is an Invitation-Only course. You must be an employee of a state department of mental health responsible for overseeing a Crisis Counseling program grant in response to a presidentially declared disaster with little or no experience or a FEMA Regional DAE or PFT who works with the Crisis

Counseling program in order to attend this course.

Course Length: 4 days
CEUs: 2.8

State Public Assistance Operations (E376)

To provide state, local, and tribal staffs with an overview of FEMA's Public Assistance Program, process, and policies. Course topics include introduction to program laws, regulations and policies, PA process, grants management, eligibility, hazard mitigation in the PA program, compliance with other federal laws and regulations, project formulation, and National Emergency Management Information System (NEMIS).

Selection Criteria: State, tribal, and local government personnel responsible for administering Public Assistance grants.

Course Length: 4 days
CEUs: 2.4

Non-Resident Courses

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 199).

Disaster Operations and Recovery are phases of emergency management that require a team effort at all levels of government and the private sector. Professionals involved in disaster operations and recovery include elected and appointed officials, city and county administrators, emergency managers, public works directors, building officials, community planners, emergency services personnel, and other allied professionals.

Training and education in disaster operations is a critical first step towards ensuring successful disaster operations. The Disaster Operations and Recovery curriculum is designed to equip federal, state, local, and tribal professionals with the knowledge, skills, and abilities required to perform their jobs. These professionals are

encouraged to avail themselves of the courses offered in the curriculum.

Community Mass Care Management (G108)

This 2-day course is intended to equip emergency management staff and voluntary agency personnel with the knowledge and skills necessary to perform as effective mass care coordinators in a broad range of disaster situations. The course covers how to assess and size up mass care needs; how to plan for mass care; recruitment, training, and exercises for mass care personnel; and actions to take in short-term and long-term mass care operations (response and recovery).

Selection Criteria: State, tribal, and local government emergency management and voluntary agency personnel who provide mass care assistance.

Emergency Planning and Special Needs Populations (G197)

This 2½-day course is intended to provide those with responsibilities for providing emergency planning or care of seniors, people with disabilities, and/or special needs groups with the skills and knowledge they will need to prepare for, respond to, and recover from emergency situations.

Selection Criteria: The target audience for this course includes emergency managers, senior first-response personnel, special needs coordinators, human services organization personnel, facility planners, community-based organizational personnel, advocacy group personnel, elected officials, public health personnel, and Voluntary Organizations Active in Disaster (VOAD) personnel.

Debris Management (G202)

This field course is designed for state and local personnel at all levels as well as public works directors, their staffs, and waste management personnel. The course provides an overview of issues and recommended actions necessary to plan for, respond to, and recover from debris-generating events.

Selection Criteria: State, local, and tribal personnel.

NOTE: All course files are accessible to the State Training Officer via the FEMA Web site.

Public Assistance Applicants' Workshop (G203)

This 1-day field course is an overview of the roles and responsibilities of potential applicants who participate in FEMA's Public Assistance program. The target audience includes local government personnel, public works directors, emergency management coordinators, and other local government personnel with disaster assignments involving the community infrastructure.

*During the early stages of disaster recovery, this course can be used to provide an overview of local government responsibilities involving public assistance.

Workshop: Emergency Management (WEM) (G250)

This special workshop deals with specific emergency management activities and problems. It is intended to cover non-administrative, innovative, or situational emergency management training subjects that may normally confront local directors. It does not replace any current course or segments of courses. The following workshop modules are available for use in conducting WEM workshops.

Workshop: Local Situation (RAPID) Assessment (G250.7)

Communities can use the Resource Guide and Facilitator's Guide when developing the plan and procedures for rapidly and efficiently collecting disaster intelligence immediately following a disaster. This intelligence is used to prioritize response activities, allocate available resources, and specifically request resources from other sources to save and sustain lives.

Selection Criteria: Any community working to improve its disaster intelligence collection procedures.

Workshop in Emergency Management (WEM): Response and Recovery (G270)

These Response and Recovery WEM modules treat current topics in response and recovery that can be included in state workshops. Plans include development of a series of modules that will be ready for field delivery during the current and future years. Notification of future availability of WEM modules will be made through EMI Grams and other communications with the states.

Currently, six WEM modules, described below, are available: G270.1, G270.2, G270.3, G270.4, G270.5, and G270.6.

Asking for Help (G270.1)

This videotape and facilitator guide are designed to promote local officials' awareness of effective approaches for requesting government assistance during and immediately after disasters. Recent disasters have shown that many local officials are unsure of the size, amount, location, and type of resources needed. This can be used in conjunction with the *Resource Management* course (description on page 137).

Selection Criteria: Local government emergency managers.

The Federal Response Plan (FRP) (G270.2)

This videotape and accompanying facilitator guide are designed to promote awareness of the FRP. The overview explains what the FRP is, when it is used, and who is involved.

Selection Criteria: State and local government emergency managers.

Expedient Flood Training (G270.3)

This 45-minute orientation module is designed to train volunteers in flood-fighting techniques using sandbags and other materials.

Selection Criteria: Local government emergency managers and emergency responders.

Recovery From Disaster: The Local Government Role (G270.4)

This workshop is designed for local government disaster recovery professionals (elected officials, city/county administrators, emergency management coordinators, public works directors, building inspectors, community planners, and unmet needs committee coordinators).

The WEM is designed for ½-day delivery, depending on local need, and covers the roles, responsibilities, and major tasks of each team member during short- and long-term recovery. Course materials include checklists, sample forms, brochures, public notices, sample news releases, sample ordinances, and other resources (in hard copy and electronic file) to assist local recovery teams in their jobs.

Selection Criteria: Local government emergency managers, city and county administrators, community planners, building inspectors, and public works directors.

Managing Through a Disaster for Supervisors (G270.5)

This 1½-day workshop provides local government managers and supervisors with an improved ability to supervise disaster workers and to plan for and cope with problems working through and recovering from disasters.

Selection Criteria: Local government managers and supervisors.

Working Through a Disaster for Front-Line Employees (G270.6)

This 1-day workshop provides front-line local government employees with an improved ability to plan for and cope with the problems of working through and recovering from disasters.

Selection Criteria: Local government emergency managers and response and recovery personnel.

Donations Management Workshop (G288)

This 8-12 hour workshop addresses the planning considerations and operational requirements for an effective donations management system at the state and/or local level. A special emphasis is put on the importance of collaborative partnership between state/local government and voluntary agencies as the key to success in donations management.

Selection Criteria: Local government officials or state and local leaders of key voluntary organizations (i.e., those affiliated with the state VOAD), who have responsibility for planning, coordinating, implementing, and/or operating the donations management function at the state and local level.

Prerequisites:

Required: Participants must have some responsibility to oversee, coordinate, and/or assist with the state and local donations function during large-scale disasters.

Recommended: IS-288, *Role of Voluntary Agencies in Emergency Management*.

Flood Fight Operations (G361)

This 2½-day course is for emergency managers, public works officials, levee district representatives, and others responsible for planning, preparing, and managing the response to a flood. Using a combination of lectures, discussions, activities, and exercises, the course will take participants through the complete process from well before the flood to clean-up afterwards. Officials from every community at risk of flooding should take this training. While this training emphasizes how to conduct a flood fight, it provides information to help communities decide if a flood fight is possible and worth the effort and cost. Diagrams with materials lists and equipment and labor requirements to construct various types of temporary flood protection can be used to help determine if there is enough time and resources to protect the community. If the whole community cannot be protected, then officials must decide where to concentrate their efforts to protect some areas and/or evacuate and relocate what they can. If a flood fight is undertaken, it should be done the right way or the effort will be wasted.

Instructors should be experienced in flood fighting. It is recommended that the U.S. Army Corps of Engineers be part of the instructional team to discuss the methods and techniques it will use in your region and to explain what assistance it may be able to provide.

NOTE: *Some states may decide to add the 45-minute Expedient Flood Training (G270.3) to offerings of this course and may also do a field activity to build a sandbag wall. If participants will be asked to fill and place sandbags, they should be told to bring appropriate clothing.*

Selection Criteria: Federal, state, tribal, and local officials responsible for planning, preparing, and managing response to floods.

Integrated Emergency Management

This curriculum addresses emergency response activities for the total community—from the chief elected official to professional staff, both paid and volunteer, within the emergency response organizations. One set of courses in the curriculum is the Integrated Emergency Management Courses (IEMC). The IEMC stresses the integration of functions, resources, organizations, and individuals in all phases of emergency management. This course is offered in numerous versions to meet current needs and may be offered either for officials from several communities (generic course) or for a specific community. Current IEMCs include: *IEMC/All Hazards: Preparedness and Response*; the *IEMC/All Hazards: Recovery and Mitigation*; *IEMC/Hurricane: Preparedness and Response*; *IEMC/Hurricane: Recovery and Mitigation*; *IEMC/Earthquake: Preparedness and Response*; *IEMC/Earthquake: Recovery and Mitigation*; *IEMC/Homeland Security*; *IEMC/Hazardous Materials: Preparedness and Response*; and *IEMC/State*.

IEMCs immerse participants in the practical application of functions associated with disaster response management. Each course includes orientation presentations to specific response functions as well as a simulated emergency situation that participants must cope with in a high-stress disaster environment.

The IEMCs described in this section can be conducted for a specific community; however, the number of courses conducted annually in this fashion is limited. A request for a community-specific IEMC should be made at least 18 months before the date desired (see procedures in this section). Since a community-specific IEMC represents a substantial commitment of EMI resources to a single jurisdiction, a serious commitment also is required on the part of the participating community. Requests for IEMC community-specific offerings must be made by the chief elected or appointed community official, endorsed by the respective state emergency management agency, and approved by the appropriate FEMA regional office.

While every effort is made to accommodate individual applications for the IEMC courses, state offices of emergency management are the focal point for recruiting the participant positions for the generic courses, under the guidance of the FEMA regional offices. **Each offering requires one chief elected official, one police chief, one fire chief, etc., to fill real-life positions used in the IEMC.**

The **IEMC NATIONAL OPEN ENROLLMENT SYSTEM** will provide two open enrollment periods for Resident IEMC programs at EMI. All positions will be open to all potential participants from all areas (regions) of the country.

First National Open Enrollment Period: May 1–June 30. Applications will be submitted for all positions for Resident IEMC’s scheduled for the first and second quarters of the following fiscal year.

Second National Open Enrollment Period: November 1–December 31. Applications will be submitted for all positions for Resident IEMCs scheduled for the third and fourth quarters of the following fiscal year.

After each National Open Enrollment Period, applications will be reviewed and selected participants will be accepted into the class they applied for and be notified. Participants who do not meet the qualifications or are not selected will also be notified.

After each National Open Enrollment Period is closed, any remaining vacancies will be posted on the IEMC Web site for a period of 60 days. These vacancies will be filled on a first-come, first-served basis. After 60 days, the courses will be closed. All remaining vacancies will be filled by IEMC staff members.

Eligibility requirements to attend Resident course offerings will remain the same. All applications must be submitted through the appropriate State Emergency Management Agency and FEMA region to the NETC and must contain the respective signatures for endorsement.

Information concerning the IEMC National Open Enrollment System can be accessed at:
<http://training.fema.gov/emiweb/iemc/>

INTEGRATED EMERGENCY MANAGEMENT COURSE (IEMC) SELECTION CRITERIA

Except for IEMCs reserved for “community-specific” courses, **all** participants are recruited for the following positions via the National Open Enrollment System.

Elected and appointed city, county, and tribal officials. These include mayor, county executive, legal counsel, city manager, city council, finance director, personnel/human resources manager, public information officer, economic development manager, city/county mitigation officer, city/county emergency management director and staff, fire marshal, airport manager, housing coordinator, and director of transportation. Also included as eligible participants are state/area coordinators, state mitigation officers, National Guard representatives, and federal/military personnel. Additionally, upper- and mid-management personnel, including supervisory, operational, and communications/dispatch staff from fire service, law enforcement, public works, and emergency medical services, are a part of the target audience. The Red Cross and Salvation Army (VOADs) and school and university systems also should be represented, along with business and industry including Chamber of Commerce, building associations, hotel and restaurant organizations, and engineers.

IEMC COMMUNITY-SPECIFIC APPLICATION PROCEDURES

Each year various communities throughout the United States express an interest in FEMA/EMI conducting an IEMC for their community emergency management officials and responders. Community-specific IEMCs require a major commitment from both the community and EMI, as well as from the FEMA regional office and state office of emergency management involved.

Because the demand for community-specific IEMCs exceeds the resources to deliver, application criteria and a formal selection process have been established. Both the selection process and information that will be reviewed to determine acceptance of a request are outlined below.

Steps in the Application/Selection Process

- The chief elected official of the jurisdiction submits a letter of request, addressing the specified criteria (see next section), to his/her respective state office of emergency management.
- If the state office of emergency management supports the request, it should attach a letter of endorsement outlining how acceptance of this request will meet state emergency management objectives. NOTE: At this stage in the request, the state office may elect not to forward the request but, instead, work with the community (especially if the community is under 100,000 in population) to conduct the G110, *Emergency Management Operations Course (EMOC) for Local Governments* for the community.
- If approved by the state office, the request should be forwarded to the appropriate FEMA regional office for review. The FEMA regional office, if it supports the application, should include an endorsement for each community it recommends. If more than one jurisdiction is submitted, the region should prioritize its recommendations.
- Applications should be received at EMI from the regions no later than April 15 each year. Between April 15 and May 15, EMI staff and FEMA program office representatives (as deemed appropriate based on information provided in the requests) will review the applications and rank them based on regional priority and information provided in the requests. Recommendations will be forwarded to the Superintendent of EMI for final selection no later than May 30.
- By June 30, communities that have been accepted will be notified, as will communities that were not accepted. Appropriate FEMA regional offices and state emergency management offices also will be notified.
- Communities that were not accepted and that want to be reconsidered for the following year must re-apply. Applications

will not automatically be considered for the following fiscal year.

SPECIFIC CRITERIA

Communities must include the following with their letter of application:

- Population of jurisdiction.
- A brief description of the government structure (include organization chart if possible); clarify whether the request is for a single county, city, tribal community, or a combination.
- A narrative that includes the status of emergency management in the community, including past disaster history.
- Emergency management training and exercise history.
- Specific hazards facing the jurisdiction and/or specific hazards requested to be addressed in the IEMC.
- Any major national events planned for the jurisdiction, such as major sporting events, conventions, etc.
- The community emergency management objective(s) that will be accomplished through the IEMC.

Resident Courses

IEMC/All Hazards: Preparedness and Response (E900)

This IEMC is a premier course that addresses preparedness and response in emergency situations resulting from severe weather-related hazards. This exercise-based course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities throughout the country. The “specific” audience IEMC is made up of participants all from one community. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises allow for

structured decision making in a learning environment that is nonetheless realistic. A key outcome of this IEMC is that additional planning needs are identified, providing the opportunity to enhance overall preparedness. The exercise scenario for *IEMC/All Hazards: Preparedness and Response* focuses on severe weather and related flooding.

Prerequisites:

Required: None.

Recommended: Participants are encouraged to enroll in both *IEMC/All Hazards: Preparedness and Response* and the *IEMC/All Hazards: Recovery and Mitigation* in consecutive, back-to-back, offerings.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD or LD
Curriculum: Public Administration, Emergency Management

NOTE: Credit can be awarded for only one course in the series of the IEMC courses: E900, E905, or E910.

Course Length: 4½ days
CEUs: 2.5

IEMC/All Hazards: Recovery and Mitigation (E901)

This exercise-based course emphasizing recovery and mitigation is new in the IEMC curriculum. It is similar to the *IEMC/All Hazards: Preparedness and Response* course in its format but emphasizes recovery and mitigation activities. This course is conducted for two types of audiences. The participants in the “generic” audience offering represent various communities throughout the country. This IEMC also may be offered to communities who have previously participated in a “specific” community IEMC. The *IEMC/All Hazards: Recovery and Mitigation* places public officials and other key community leaders in a simulation that begins **after** a disaster has affected a community. The course methodologies of classroom instruction, planning sessions, and

exercises allow for structured decision making in a learning environment that is nonetheless realistic. A key outcome of this IEMC is to provide participants with the ability to carry out their respective functions related to disaster recovery, in both the short-term and the long-term. The exercise scenario focuses on recovery from severe weather and related flooding. Mitigation activities to prevent or reduce the future impact of a similar disaster also are identified during the mitigation exercise.

Prerequisites:

Required: None.

Recommended: E900, *IEMC: All Hazards Preparedness and Response*. Participants are encouraged to enroll in both *IEMC/All Hazards: Preparedness and Response* and *IEMC/All Hazards: Recovery and Mitigation* in consecutive, back-to-back, offerings.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD or LD
Curriculum: Public Administration, Emergency Management

NOTE: Credit can be awarded for only one course in the series of the IEMC courses: E901, E906, or E911.

Course Length: 4½ days
CEUs: 2.5

IEMC/Hurricane: Preparedness and Response (E905)

This IEMC addresses preparedness and response in emergency situations resulting from a hurricane. This exercise-based course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities throughout the country. The “specific” audience IEMC is made up of participants all from one community. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in an educational, yet

realistic, environment. A key outcome of this IEMC is that additional planning needs are identified, providing the opportunity to enhance overall preparedness. The exercise scenario for *IEMC/Hurricane: Preparedness and Response* focuses on evacuation issues prior to the simulated hurricane making landfall and response activities after landfall.

Prerequisites:

Required: None.

Recommended: Participants are encouraged to enroll in both *IEMC/Hurricane: Preparedness and Response* and *IEMC/Hurricane: Recovery and Mitigation* in consecutive, back-to-back offerings.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD or LD
Curriculum: Public Administration,
Emergency Management

NOTE: Credit can be awarded for only one course in the series of the IEMC courses: E900, E905, or E910.

Course Length: 4½ days
CEUs: 2.5

IEMC/Hurricane: Recovery and Mitigation (E906)

This IEMC with emphasis on recovery and mitigation issues is another addition to the IEMC curriculum. This exercise-based course is similar to *IEMC/Hurricane: Preparedness and Response* in its format, but emphasis is placed on recovery and mitigation activities following a hurricane. This course is conducted for two types of audiences. The participants in the “generic” audience represent various communities from throughout the country. This IEMC also may be offered to communities who have previously participated in a “specific” community IEMC. The *IEMC/Hurricane: Recovery and Mitigation* places public officials and other key community leaders in a simulation that begins **after** a disaster has affected a community. The course methodologies of classroom instruction, planning sessions, and exercises allow for

structured decision making in a learning environment that is realistic. A key outcome of this IEMC is to provide participants with the ability to carry out their respective functions related to disaster recovery, both in the short-term and long-term. The exercise scenario focuses on a community recovery from a hurricane disaster. Mitigation activities to prevent or reduce the future impact of a hurricane also are identified through course exercises.

Prerequisites:

Required: None.

Recommended: E905, *IEMC: Hurricane Preparedness and Response*. Participants are encouraged to enroll in both *IEMC/Hurricane: Preparedness and Response* and *IEMC/Hurricane: Recovery and Mitigation*, in consecutive, back-to-back offerings.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD or LD
Curriculum: Public Administration,
Emergency Management

NOTE: Credit can be awarded for only one course in the series of the IEMC courses: E901, E906, or E911.

Course Length: 4½ days
CEUs: 2.5

IEMC/Earthquake: Preparedness and Response (E910)

This *IEMC/Earthquake* course addresses preparedness and response in emergency situations resulting from an earthquake. This exercise-based course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities from throughout the country. The “specific” audience IEMC is made up of participants all from one community. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises, allow for structured decision making

in a learning environment that is realistic. A key outcome of this IEMC is that additional planning needs are identified, providing the opportunity to enhance overall preparedness. The exercise scenario for the *IEMC/Earthquake*:

Preparedness and Response focuses on response to an earthquake. Also, additional planning needs to prepare for an earthquake response are identified.

Prerequisites:

Required: None.

Recommended: Participants are encouraged to enroll in both *IEMC/Earthquake*:

Preparedness and Response and *IEMC/Earthquake: Recovery and Mitigation* in consecutive, back-to-back offerings.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD or LD
Curriculum: Public Administration,
 Emergency Management

NOTE: Credit can be awarded for only one course in the series of the IEMC courses: E900, E905, or E910.

Course Length: 4½ days
CEUs: 2.5

IEMC/Earthquake: Recovery and Mitigation (E911)

This is another new IEMC, which emphasizes recovery and mitigation issues. This exercise-based course is similar to the *IEMC/Earthquake: Preparedness and Response* in its format but emphasizes recovery and mitigation activities following a major earthquake. This course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities from throughout the country. This IEMC also may be offered to communities who have previously participated in a “specific” community IEMC. The *IEMC/Earthquake: Recovery and Mitigation* course places public officials and other key community leaders in a simulation that begins **after** a disaster has affected a community. The course methodologies of classroom instruction,

planning sessions, and exercises allow for structured decision making in an educational, yet realistic, environment. A key outcome of this IEMC is to provide participants with the ability to carry out their respective functions related to disaster recovery, both in the short-term and long-term. The exercise scenario focuses on a community recovery from an earthquake disaster. Mitigation activities to prevent or reduce the future impact of an earthquake also are identified through course exercises.

Prerequisites:

Required: None.

Recommended: E910, *IEMC/Earthquake: Preparedness and Response*. Participants are encouraged to enroll in both *IEMC/Earthquake: Preparedness and Response* and *IEMC/Earthquake: Recovery and Mitigation* in consecutive, back-to-back offerings.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD or LD
Curriculum: Public Administration,
 Emergency Management

NOTE: Credit can be awarded for only one course in the series of the IEMC courses: E901, E906, or E911.

Course Length: 4½ days
CEUs: 2.5

IEMC/Homeland Security (E915)

This IEMC focuses on preparing for and responding to the consequences of a terrorist act. This exercise-based course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities from throughout the country. The “specific” audience IEMC is made up of participants all from one community. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a realistic learning environment. In the *IEMC/Homeland Security*, special attention is placed on the response among

agencies when the disaster area also is a crime scene.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD or LD
Curriculum: Public Administration,
Emergency Management

Course Length: 4½ days
CEUs: 2.5

**IEMC/Hazardous Materials:
Preparedness and Response
(E920)**

This IEMC focuses on preparing for and responding to a major hazardous materials incident. This exercise-based course is conducted for a “generic” audience. The participants in the “generic” audience IEMC represent various communities from throughout the country. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a learning environment that is nonetheless realistic.

ACE Recommendation:

Credit Hours: 2 hours
Level: UD or LD
Curriculum: Public Administration,
Emergency Management

Course Length: 4½ days
CEUs: 2.5

**IEMC/State: Response and
Recovery (E925/L925)**

An exercise-based course combining classroom presentation, planning session, response exercise, and recovery exercise designed to simulate a major emergency involving many state resources.

Selection Criteria: Includes staff of state emergency management, police/patrol, department of agriculture, department of natural resources, department of health, department of

transportation, social services, private/public utilities, media, and volunteer organizations.

NOTE: Requests for this specialized IEMC should be originated by the state director of emergency management, endorsed by the governor, and forwarded through the appropriate FEMA regional office to the Superintendent, Emergency Management Institute.

Course Length: 4½ days
CEUs: 2.5

**Healthcare Leadership and
Administrative Decision Making
in Response to WMD Incidents
Course (B960)**

This 4-day exercise-based training course delivered at the Noble Training Center in Anniston, Alabama, provides a realistic setting in which expert instructors assist healthcare professionals to develop the appropriate decisions in response to a WMD event. Participants will learn by doing through the use of functionally realistic and technically correct scenario-based exercises. Exercises will be supported by challenging and dynamic discussions and background presentations that are current, with constantly evolving standards, protocols, and procedures.

The target audience for this course includes the following healthcare professionals:

HOSPITAL EXECUTIVE GROUP

Function: Senior executive(s) that has/have ultimate legal and fiduciary overall responsibilities for the institution.

Examples:

- Hospital Chief Executive Officer
- Hospital Chief Operating Officer
- Hospital Executive Vice President
- Hospital Vice President
- Hospital Chief Medical Officer

- Hospital Chief Financial Officer
- Hospital Nurse Executive
- Hospital Emergency Preparedness Coordinator

PATIENT SERVICES GROUP

Function: Senior patient care services leadership (non-physician) responsible for organizing and delivering patient care services and resources; maintains patient tracking system; assures the treatment of in-patients and manages the in-patient care areas; controls discharge procedures.

Examples:

- Chief Nursing Officer
- Nurse Manager/Supervisor for patient care
- Nurse House Supervisor
- Assistant Vice-President, Nursing

EMERGENCY DEPARTMENT GROUP

Function: Person responsible for overall clinical and administrative management of the emergency department resources.

Examples:

- Emergency Department Manager
- Emergency Department Administrator
- Emergency Department Physician
- Emergency Department Nurse

PHYSICAL PLANT OPERATIONS GROUP

Function: Person responsible for the physical plant and its environment.

Examples:

- Chief Plant Chief Officer (preferred)
- Security Chief
- Safety Officer

EMERGENCY MEDICAL SERVICES (EMS) GROUP

Function: Person responsible for authorizing policy and/or participates in the formation of policy that determines the response of EMS resources to multiple casualty incidents. This person would serve as the EMS operations officer directing EMS response during an incident. If this type of person is not available, then a person who directs the operations of the EMS communications component of a community public safety response system (911 system) may be substituted.

Examples:

- Emergency Medical Services Administrator
- EMS 911 Administrator/Communication Chief

PUBLIC HEALTH GROUP

Function: Person responsible for authorizing policy and/or participates in the formation of policy that determines the public health response to a WMD incident.

Examples:

- Public Health Director (City/County/State)
- Public Health Officer (City/County/State)
- Epidemiologist

Preference for acceptance will be given to those healthcare systems that can provide one individual from each of the above groups for any given course offering. The course is designed to train teams of individuals from a single healthcare system.

Course Length: 4½ days

CEUs: Medical CEUs provided for nurses and physicians as well as others in the medical profession.

IEMC/Metropolitan Medical Response System (MMRS) (B970/L970)

MMRS jurisdictions throughout the United States face unique challenges as they plan and prepare for an integrated response to medical emergencies resulting from a terrorist use of weapons of mass destruction and from other hazards. MMRS requirements center around the following emergency management needs:

- Development/coordination of response systems
- Development of appropriate MMRS Plans
- Acquisition of required pharmaceuticals
- Acquisition of required equipment
- Integration of system organization, plans, pharmaceuticals, and equipment to achieve operational capability for the MMRS
- Planning and resource management coordination with neighboring jurisdictions and state government organizations including enhanced mutual aid

This IEMC is designed to exercise the individual and organizational skills required in responding to and recovering from a mass casualty terrorism-related disaster. Functional areas addressed by the course include policymaking, decision making, communications, coordination of resources, management of personnel, and implementation of procedures—that is, the crisis response system needed for effective emergency response. Since the course participants represent the entire MMRS crisis response community, a highly authentic and useful experience is possible.

NOTE: *Requests for this specialized IEMC should be originated by the primary Chief Elected Official of the requesting MMRS jurisdiction, endorsed by state EMA, and forwarded through the appropriate FEMA regional office to the Superintendent of the Emergency Management Institute.*

Course Length: 4½ days
CEUs: 2.5

INTEGRATED EMERGENCY MANAGEMENT COURSES FOR SPECIFIC COMMUNITIES (E930, E931, and E932)

These IEMCs place emphasis on community response and short-term recovery issues. They are tailored to fit the community and are based on a selected hazard type. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a learning, yet realistic, environment. A key outcome of this IEMC is to provide participants with the ability to carry out their respective functions related to disaster response and assist with making the transition from response activities to short-term recovery. These actions allow the community to “position” itself better for long-term recovery.

The following types of community specific programs are available to federal, state, local, and tribal communities:

- IEMC/All Hazards: Response and Recovery
- IEMC/All Hazards: Preparedness and Response
- IEMC/All Hazards: Recovery and Mitigation
- IEMC/Earthquake: Response and Recovery
- IEMC/Earthquake: Preparedness and Response
- IEMC/Earthquake: Recovery and Mitigation
- IEMC/Hurricane: Response and Recovery
- IEMC/Hurricane: Preparedness and Response
- IEMC/Hurricane: Recovery and Mitigation
- IEMC/Hazardous Materials Preparedness and Response
- IEMC/Homeland Security
- IEMC/Special Events (For local and state emergency management)
- IEMC/State Government (For state emergency management agencies)
- IEMC/Regional Operations Center (ROC) (For FEMA regional offices)
- IEMC/Metropolitan Medical Response System (MMRS)

Selection Criteria: Elected and appointed city, county, and tribal officials. These include mayor, county executive, legal counsel, city manager, city and tribal council, finance director, personnel/human resources manager, public information officer, economic development manager, city/county mitigation officer, city/county emergency management director and staff, fire marshal, airport manager, and director of transportation. Additionally, upper- and mid-management personnel, including supervisory, operational, and communications/dispatch staff from fire service, law enforcement, public works, and emergency medical services, are a part of the target audience. The Red Cross and the Salvation Army (VOADs) and school and university systems also should attend.*

* A community desiring to participate in these courses should submit an application following the procedures outlined in this catalog on page 173.

Course Length: 4½ days
CEUs: 2.5

RESIDENT MASTER EXERCISE PRACTITIONER PROGRAM (MEPP)

The Emergency Management Institute developed the Resident MEPP in FY05 to provide an additional option for individuals who wish to earn the MEP title and certificate. The MEPP goal is to establish a level of professional achievement and recognition for persons charged with administering and conducting emergency management exercise programs and activities.

Eligibility for EMI's Resident MEPP is limited to emergency management/emergency services personnel whose responsibilities include emergency management exercises. This includes local, state, tribal, and federal personnel, such as exercise training officers, emergency managers, emergency services personnel from fire, emergency medical, hospitals, law enforcement, public works/utilities, community service/volunteer agencies, and private entities who participate in emergency services/emergency management exercise development, control/simulation, and evaluation teams or who manage exercise programs.

Program Description

The Resident MEPP curricula is composed of a performance-based series of training courses. Curricula content focuses on core competencies required to plan, develop, design, conduct, and evaluate jurisdiction-specific exercises.

Each MEPP Series consists of three resident courses conducted at EMI on the campus of the National Emergency Training Center (NETC) in Emmitsburg, Maryland. These courses are:

E132 Exercise Design and Evaluation Course (NEW, 2004)

E133 Exercise Control/Simulation Program Management Course (NEW, 2004)

E136 Exercise Development Course

The courses also contain the majority of the MEPP proficiency demonstrations:

- Design, conduct, and evaluate an orientation activity based on plans, policies, procedures, and resources of your organization.
- Design a tabletop exercise as either the design team leader or assistant design team leader.
- Conduct/facilitate and evaluate a tabletop exercise.
- Serve on an evaluation team as either a team leader or an evaluator in either a functional or full-scale exercise.
- Serve as a controller/simulator in a functional or full-scale exercise.
- Develop, for a functional exercise, one or more of the following plan elements: exercise plan, safety plan, control plan, evaluation plan or player handbook.
- Develop a Comprehensive Exercise Program (CEP) statement for your organization.
- Understand the basic concepts of a full-scale exercise and demonstrate the ability to establish the base for the conduct of a full-scale exercise for your organization.

Application Process

Individuals who apply for admission must meet the eligibility requirements and complete the following Independent Study courses:

IS-120 An Orientation to Community Disaster Exercises

IS-139 Exercise Design

These courses can be downloaded from:
<http://training.fema.gov/emiweb/IS/crslist.asp>.

An application package for the resident MEPP requires three documents:

1. A General Admission Application Form (FEMA Form 75-5). Item #9a should list "EMI Master Exercise Practitioner Program." Item #10 should list the completion of IS-120 and IS-139 courses.
2. A letter from the applicant requesting admission to the program. The letter should address the applicant's qualifications, expectations, and commitment to complete the entire program.
3. A letter of recommendation from the applicant's immediate supervisor indicating the organization's commitment to allow the applicant to complete the entire program.

Approved candidates will be automatically enrolled in a series of all three courses and assigned an EMI mentor. The mentor will guide and assist the MEPP candidate through the completion of the program.

Application Mailing Address

All materials should be sent directly to:

Master Exercise Practitioner Program
Emergency Management Institute
Attention: Lowell Ezersky or Rakesh Kaushal
16825 South Seton Avenue
Emmitsburg, MD 21727

Upon completion of all MEPP courses and proficiency demonstration requirements, MEPP candidates will be awarded the Master Exercise Practitioner certificate of achievement.

Exercise Design and Evaluation (NEW) (E132)

This course is designed for emergency management exercise staff to acquire fundamental knowledge and skills necessary to develop, conduct, evaluate, and follow-up basic activities and exercises, including exercise orientations, drills, and tabletop exercises. The content addresses the fundamental requirements of an overall exercise program and its components. A special emphasis is placed on the evaluation process and the development of sound evaluation tools to assist evaluation staff. Participants are challenged to develop, conduct, and evaluate these activities during the conduct of the course through the use of proficiency demonstrations.

Selection Criteria: This is the first required course for EMI Resident MEPP Candidates. The course is also open to state, FEMA regional, other federal agency staff, state, local and tribal emergency management/emergency services staff, and emergency management/emergency services personnel whose responsibilities include emergency management exercises. This includes exercise training officers, emergency managers, emergency services personnel from fire, emergency medical, hospitals, law enforcement, public works/utilities, community service/volunteer agencies, and private entities who participate in emergency services/emergency management exercise development, control/simulation, and evaluation teams or who manage exercise programs. Priority for participation is given to EMI Resident MEPP Candidates.

Prerequisites:

Required: The participant must have completed IS-120, *An Orientation to Community Disaster Exercises* and IS-139, *Exercise Design*.

Recommended: The participant should have some knowledge of emergency management operations and exercises.

Course Length: 4½ days

CEUs: 2.5

Exercise Program Management and Control Simulation (NEW) (E133)

The course builds on the principles and concepts taught in E132, *Exercise Design and Evaluation*. Participants will be challenged to acquire the advanced knowledge and skills necessary to implement, maintain, and evaluate an overall exercise program. An emphasis is placed on advanced exercise skills necessary to develop, conduct, evaluate, and follow-up functional and full-scale exercises. A special emphasis is placed on complex exercise control/simulation and evaluation methods and techniques. Participants are challenged to develop, conduct, and evaluate these activities during the conduct of the course through the use of proficiency demonstrations.

Selection Criteria: This is the second course required for EMI Resident MEPP Candidates. The course is also open to state, FEMA regional, other federal agency staff, state, local and tribal emergency management/emergency services staff, and emergency management/emergency services personnel whose responsibilities include emergency management exercises. This includes exercise training officers, emergency managers, emergency services personnel from fire, emergency medical, hospitals, law enforcement, public works/utilities, community service/volunteer agencies, and private entities who participate in emergency services/emergency management exercise development, control/simulation, and evaluation teams or who manage exercise programs. Priority for participation is given to EMI Resident MEPP Candidates.

Prerequisites:

Required: The participant must have completed IS-120 *An Orientation to Community Disaster Exercises* and IS-139 *Exercise Design*.

Recommended: The participant should have some knowledge of emergency management operations and exercises.

Course Length: 4½ days
CEUs: 2.5

Exercise Development (E136)

This course builds on the principles and concepts taught in E132, *Exercise Design and Evaluation* and the E-133, *Exercise Program Management and Control Simulation* courses. Participants will be challenged to acquire in-depth knowledge and skills related to the exercise development process, including exercise management, control, simulation, and evaluation. An emphasis is placed on the construction of sound exercise planning documents and a team approach to major accomplishments in the exercise process, including exercise development, conduct, and evaluation. Participants are challenged to acquire and apply complex exercise control/simulation and evaluation methods and techniques. Participants functioning in a team environment will develop, conduct, and evaluate complex functional exercises during the conduct of the course.

Selection Criteria: This is the third course required for EMI Resident MEPP Candidates. The course is also open to State, FEMA regional, other federal agency staff, State, local and tribal emergency management/emergency services staff emergency management/emergency services personnel whose responsibilities include emergency management exercises. This includes exercise training officers, emergency managers, emergency services personnel from fire, emergency medical, hospitals, law enforcement, public works/utilities, community service/volunteer agencies, and private entities who participate in emergency services/emergency management exercise development, control/simulation, and evaluation teams or who manage exercise programs.

Prerequisites:

Required: The participant must have completed IS-120, *An Orientation to Community Disaster Exercises* and IS-139, *Exercise Design*.

Recommended: The participant should have substantial knowledge of emergency management exercises.

Course Length: 4½ days
CEUs: 2.5

Non-Resident Courses

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 199).

The Integrated Emergency Management curriculum also includes courses (offered by state emergency management agencies) that are designed to improve the overall exercise capabilities of local, tribal, state, and federal organizations. Five courses which feature job aids complete an overall Comprehensive Exercise Curriculum (CEC). These courses will provide all of the building blocks necessary to achieve a performance-based curriculum in simulation and exercise.

The *Exercise Program Manager/Management Course* was designed to provide higher level program management skills in developing performance-based exercise systems. An *Exercise Control/Simulation* course will enable participants to establish effective exercise control and simulation teams. The *Exercise Controller/Simulator* and *Exercise Evaluator Workshops in Emergency Management (WEMs)* are designed as utility training packages to train staff to perform these critical tasks in the conduct of emergency management exercises. When coupled with FEMA's Comprehensive Exercise Program as coordinated by state offices of emergency management, the learning and performance-based experience in this curriculum can establish the foundation for an excellent community- and system-wide emergency response system.

The Emergency Management Institute developed the Master Exercise Practitioner (MEP) Program in FY 1999 to recognize those individuals who successfully complete all the training courses in the CEC. G138, *Exercise Practicum*, is available for those individuals who wish to earn the title Master Exercise Practitioner. The practicum is a self-directed and negotiated series of 11 proficiency demonstrations in which the MEP candidate will be challenged to apply the knowledge, skills, and abilities acquired through participation in CEC courses to emergency management exercises.

State emergency management agencies serve as sponsors for MEP candidates. When the MEP candidate has successfully completed G138, *Exercise Practicum*, the sponsor may request through their respective FEMA regions that EMI award the Master Exercise Practitioner title to recognize the high level of achievement in this specialized field.

MASTER EXERCISE PRACTITIONER PROGRAM

The overall goal of the non-resident MEP program is to establish a level of professional achievement and recognition for persons charged with administering and conducting emergency management exercise programs and activities.

The award of the MEP title is a means of recognizing individuals who have completed the field *Comprehensive Exercise Curriculum (CEC)* and have demonstrated, through hands-on application of knowledge and skills in proficiency demonstrations, a high level of professionalism and capability in the arena of emergency management exercises.

Individuals who wish to earn the non-resident MEP title must enroll in the G138, *Exercise Practicum* as administered by state emergency management agencies and FEMA regions in order to complete the specific exercise proficiency demonstrations.

The CEC is comprised of the following:

- IS-120** *An Orientation to Community Disaster Exercises* (Independent Study) (description on page 183)
- IS-139** *Exercise Design* (description on page 183)
- G130** *Exercise Evaluation* (description on page 176)
- G135** *Exercise Control/Simulation* (description on page 176)
- E136** *Exercise Development* (EMI Resident) (description on page 174)
- G137** *Exercise Program Manager/Management* (description on page 177)
- G138** *Exercise Practicum* (For MEP Candidates Only) (description on page 177)

G250.8 *Exercise Controller/Simulator WEM* (description on page 177)

G250.9 *Exercise Evaluator WEM* (description on page 178)

Emergency Management Operations Course (EMOC) for Local Governments (G110)

The EMOC is designed for local communities or tribal governments that may not be able to participate in FEMA's resident *Integrated Emergency Management Courses*. The EMOC is an exercise-based program with planning sessions that begin weeks prior to the actual course, and it includes classroom sessions and exercises. The flexible format of the EMOC allows it to be conducted in a 2½-day or 3-day format. The purpose of the EMOC is to improve operational capabilities as they relate to managing emergencies in the local community. The course places emphasis on the Emergency Operations Center (EOC) as a focal point for managing a simulated emergency.

Selection Criteria: Elected and appointed city and county officials. These include mayor, city manager, city council, county commissioner, county manager, and other key positions, such as emergency management director and public information officer. Also included as eligible participants are upper- and mid-management personnel, including supervisory, operational, and communications staff from the fire service, law enforcement, public works, and emergency medical services. Volunteer groups also should participate.

Exercise Evaluation (G130)

This 2-day course provides knowledge and develops skills that will enable those attending to manage exercise evaluation activities before, during, and after an emergency management exercise.

Selection Criteria: State, FEMA regional, and local emergency management and emergency services staff who have the responsibility of managing exercise evaluation activities associated with the overall emergency management functions or emergency service disciplines, such as fire, law enforcement,

emergency medical services, public works, and community service/volunteer agencies and organizations.

Prerequisites:

Required: None.

Recommended: The participant must have substantial knowledge of emergency operations within his/her organization and the assigned responsibility to manage the evaluation function or serve as an evaluation team leader as part of the community's exercise program.

Exercise Control/Simulation (G135)

This 2-day course is designed for experienced emergency exercise staff to perform tasks as chief exercise controllers or control team leaders for emergency management exercises. Participants are challenged to examine exercise concepts and objectives, develop exercise control plans, and perform an examination of the tasks necessary to perform effective exercise control and simulation for tabletop, functional, and full-scale exercises.

Selection Criteria: State, FEMA regional, other federal agency staff, and local emergency management/emergency services staff who have the responsibility of functioning as chief exercise controller or exercise control team leader in their respective organization's/jurisdiction's comprehensive exercise program activities.

Prerequisites:

Required: None.

Recommended: The participant must have substantial knowledge of emergency management operations and exercises within his/her organization and the assigned responsibility to function as chief exercise controller or control team leader/member. EMI recommends participants complete IS-120, *An Orientation to Community Disaster Exercises* and G139, *Exercise Design* course.

Exercise Program Manager/Management (G137)

This 2½-day course provides knowledge, skills, and job aids to assist local, state, and federal personnel in implementing their roles and responsibilities as exercise program managers. Work products developed during the course will be useful for the participant to develop or upgrade his or her comprehensive exercise program.

Selection Criteria: State, FEMA regional, other federal agency staff, and local emergency management/emergency services staff who have the responsibility to initiate and/or maintain their respective organization's/jurisdiction's overall exercise program.

Prerequisites:

Required: The participant must have substantial knowledge of emergency management operations and exercises within his/her organization and the assigned responsibility to initiate and/or upgrade the overall comprehensive exercise program.

Recommended: EMI recommends that participants complete IS-120, *An Orientation to Community Disaster Exercises*, G139, *Exercise Design* course, and G130, *Exercise Evaluation* course.

Exercise Practicum for the Master Exercise Practitioner (G138)

This activity consists of a series of self-directed and negotiated proficiency demonstrations of the knowledge, skills, and abilities acquired through the completion of courses in the Comprehensive Exercise Curriculum (CEC). The proficiency demonstrations are structured in three major areas of concentration: exercise design and control, exercise evaluation, and exercise management/program management. Practicum sponsors will monitor the completion of 11 major proficiency demonstrations. In this manner, capabilities gained in classroom instruction can be applied to actual emergency management exercises as conducted by local, state, and federal agencies.

Selection Criteria: State, FEMA regional, other federal agency staff, and local/tribal emergency management/emergency services staff who have the responsibilities related to the design, development, performance, and evaluation of emergency management exercises. Applicants must declare their intention of completing the CEC offerings and earn the Master Exercise Practitioner title.

Prerequisites:

Required: The participant must have completed IS-120, *An Orientation to Community Disaster Exercises* and G139, *Exercise Design*, and must be accepted by the Practicum sponsor as a Master Exercise Practitioner candidate.

Workshop: Emergency Management (WEM) (G250)

This special workshop deals with specific emergency management activities and problems. It is intended to cover nonadministrative, innovative, or situational emergency management training subjects that may normally confront local directors. It does not replace any current course or segments of courses. The following workshop modules are available for use in conducting WEM workshops.

Exercise Controller/Simulator (G250.8)

This 6-hour workshop is designed for use with specific exercises to prepare individuals to function as exercise controllers and/or simulators. Participants, given a job aid, will identify tasks, define roles and responsibilities, demonstrate proper use of the master scenario event list, and solve potential/actual exercise problems and issues related to exercise controller/simulator roles.

Selection Criteria: State, FEMA regional, other federal agency staff, and local emergency management/emergency services staff who have responsibility to function as exercise controller/simulator in his/her respective organization's/jurisdiction's comprehensive exercise program activities.

Prerequisites:

Required: None.

Recommended: The participant must have substantial knowledge of emergency management operations and exercises within his/her organization and the assigned responsibility of functioning as a control/simulation team leader or member.

Exercise Evaluator (G250.9)

This 6-hour workshop is designed for use with specific exercises to prepare individuals to function as exercise evaluators. Participants, given a job aid, will define roles and responsibilities, review evaluation plans and individual assignments, demonstrate proper use of evaluation plans and individual points of review, data collection techniques, and solve evaluation-related problems and issues.

Selection Criteria: State, FEMA regional, other federal agency staff, and local emergency management/emergency services staff who are responsible for functioning as exercise evaluators in their respective organization's/jurisdiction's comprehensive exercise program activities.

Prerequisites:

Required: None.

Recommended: The participant must have substantial knowledge of emergency management operations and exercises within his/her organization and the assigned responsibility to function as an evaluation team leader or member.

Independent Study

The Federal Emergency Management Agency's Independent Study Program is delivered through the Emergency Management Institute (EMI) and consists of several self-paced courses. Each course is supported with specialized sets of course materials. These materials include practice exercises, unit reviews, glossaries, subject matter appendices, and a final examination. The average course completion time is 10–12 hours; however, each course has

its estimated study hours listed with the course descriptions that follow. Those who score 75 percent or better on the final examination are issued a certificate of achievement.

Enrollment Options (There are no enrollment fees or charges.)

All **individual enrollment** requests must include:

- Course selected by course title and course number;
- Participant's name (this name will be the one that will be maintained in the participant file and will be printed on all completion records and certificates);
- Participant's mailing address; and
- Participant's social security number.

Group Enrollments may be coordinated for groups of five or more participants. **Each group enrollment** must include all of the above for each participant on the group roster with the name and contact information for the group enrollment coordinator.

Study Options: There are several options by which participants can review and study course materials.

- Where indicated, the course may be taken as an online Web computer-based training (CBT).
- The courses may also be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) if indicated when video, CD-ROM, or other materials do not accompany the course booklet.
- All courses may be delivered as either a hard copy or CD-ROM to participants when requested.

Enrollment Requests: May be submitted to the EMI Independent Study office by:

- **Fax** to (301) 447-1201;
- **Internet** at <http://www.training.fema.gov/emiweb/is/> (Group enrollments cannot be submitted via the Internet at this time.); or

- **By United States Postal Service to:**

FEMA Independent Study Program
Emergency Management Institute
16825 South Seton Avenue
Emmitsburg, Maryland 21727-8998

College credits may be obtained for each successfully completed course. For information regarding applications for academic credit and fees, contact the Independent Study office.

Continuing Education Units (CEUs) may be granted if an individual is not seeking college credit.

Military retirement and retention points:

FEMA does not award military retirement and retention points. However, Army, Air Force, and Coast Guard reserve personnel not on extended duty **may** earn points upon successful completion if determined appropriate by the participant's unit or branch of service. The unit or branch of service will also determine the number of points awarded and acceptable courses. Please refer all requests on this matter to your unit administrator.

To contact the FEMA Independent Study office:

- **Phone:** (301) 447-1200
- **Fax** to (301) 447-1201
- **E-mail** at independent.study@dhs.gov
- **United States Postal Service**

FEMA Independent Study Program
Emergency Management Institute
16825 South Seton Avenue
Emmitsburg, Maryland 21727

COURSE LISTING

FEMA Independent Study Program

- Course listings by:
- Course code,
- Prerequisites,
- Continuing Education Units (CEUs), and
- Study hours.

Emergency Manager (IS-1)

This Independent Study course is for emergency managers and related professionals from federal, state, and local offices in the field of emergency management. This course provides an overview of the field of emergency management, the job of the emergency manager, and the four phases of emergency management: mitigation, preparedness, response, and recovery as they are implemented in a comprehensive emergency management program. The course consists of a text, illustrations, diagrams, figures, and an accompanying toolkit on CD-ROM. The CD-ROM toolkit contains supplementary information as well as aids for performing the emergency management job including: sample budget, emergency management plans, and other materials. This course cannot be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) since it contains a CD-ROM toolkit. The exam can be taken on the Independent Study Web site.

Prerequisites: None.

CEUs: 1.0

Study Hours: 10 hours.

Emergency Preparedness, USA (IS-2)

This Independent Study course contains information about natural and technological hazards. Participants are led through the development of personal emergency preparedness plans and are encouraged to become involved in the local emergency preparedness network. Illustrations, maps, charts, and diagrams accompany the text.

This course is in the process of being revised. The new course will be IS-22, *Are You Ready?* It is anticipated that the new course will be available in 2004. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: To be determined.

Study Hours: To be determined.

Radiological Emergency Management (IS-3)

This Independent Study course contains information on a variety of radiological topics, including:

- Fundamental principles of radiation
- Nuclear threat and protective measures
- Nuclear power plants
- Radiological transportation accidents
- Other radiological hazards

This course is a prerequisite for *Fundamentals Course for Radiological Response* (G320). The course materials can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 8-10.

Hazardous Materials: A Citizen's Orientation (IS-5)

This Independent Study course provides a general introduction to hazardous materials that can serve as a foundation for more specific research. The course has five units and has been designed with the objective of helping the individual recognize the dangers posed by hazardous materials, identify places where hazardous materials are likely to be encountered, understand when a hazard may exist, contact the appropriate persons or agencies to give or receive specific hazardous materials information, and identify procedures to minimize personal and community exposure to hazardous materials. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 14-16.

A Citizen's Guide to Disaster Assistance (IS-7)

This Independent Study course provides a basic understanding of the roles and responsibilities of the local community, state, and the federal government in providing disaster assistance. It is appropriate for both the general public and those involved in emergency management who need a general introduction to disaster assistance. This course can be downloaded from the Independent Study Web site

(<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10-12.

Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699 (IS-8)

This course provides the participant with the background necessary to understand the effects of Executive Order (EO) 12699, signed by President Bush in 1990. In the wake of the Loma Prieta earthquake of October 1989, this EO requires all federally owned, leased, or financed new buildings to comply with strict earthquake building design set forth in the National Earthquake Hazard Reduction Plan (NEHRP) Recommended Building Provisions. The NEHRP has provided a base for all national building codes for seismic design.

The course is a nontechnical discussion of earthquakes, building design, and the requirements of the EO. It is for local officials including mayors, city managers and commissioners, local council persons, building inspectors, zoning officials, building designers, and others concerned with this topic. The materials for this course can NOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

Prerequisites: None.

CEUs: 1.0.

Study Hours: 6-10.

Animals in Disaster: Module A “Awareness and Preparedness” (IS-10)

Module A of this two-part course is designed to increase the awareness and preparedness of animal owners and care providers. It includes sections on typical hazards, how these can affect animals, and what responsible animal owners can do to prepare for or avoid such hazards. This course can be downloaded from the Independent Study Web site

(<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10-12.

Animals in Disaster: Module B “Community Planning” (IS-11)

Module B, the second part of the *Animals in Disaster* course, is intended to guide emergency management officials, animal owners, care providers, and those in the commercial industry in preparing disaster plans. The goal of this module is to provide sufficient information to enable the animal care community and emergency management officials to meet and develop meaningful and effective plans that improve the care of animals in times of disaster.

This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10-12.

Property Acquisition (Buyout) for Local Communities (Restricted to FEMA, State, and local officials in the Acquisition Buyout Program) (IS-12)

Property acquisition is a way to reduce repetitive losses, primarily those resulting from floods. Properties that are repeatedly damaged from floods may be eligible for purchase, relocation, or elevation through a state-managed grant program to local communities. Once property is acquired and structures removed, it is then maintained as open space, such as a park, which will suffer little damage in future flooding. This course familiarizes the state and local officials with the property acquisition process under FEMA's Hazard Mitigation Grant Program. Using the guidance manual for the acquisition program, this course takes the participant through the steps required to successfully apply for and implement a program in his/her own community. Sample forms and job aids are provided to assist participants in preparing applications, reports, and other requirements to participate and manage the program. The course is for state and local officials who will manage or administer property acquisition programs in their own jurisdictions.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10-12.

Welcome to FEMA: An Orientation for New Employees (Enrollment restricted to FEMA employees) (IS-14)

This orientation course is part of the process of helping staff learn about FEMA—its past, present, and vision for the future—and basic procedures and policies that provide the framework for doing their job in the Agency. The course is available in interactive Web-based format that is completed entirely on the FEMA Intranet and as a printed textbook. The interactive Web course includes many links to other information within FEMA as well as other sites on the World Wide Web. It also includes audio interviews with new staff, a visual tour of

a disaster field office, and many opportunities to check understandings of the material. Both versions of the course require a final exam to earn a completion certificate.

To access the course, visit the FEMA Web site at

<http://www.fema.gov/priv/is14.htm>

Prerequisites: None.

CEUs: 1.0.

Study Hours: 6-8.

Special Events Contingency Planning for Public Safety Agencies (IS-15)

Almost every community is host at one time or another to a special event, whether it is a fair, parade, sporting event, or another type of mass gathering. This CD-ROM-based course is intended for representatives of the public safety team involved in development of the event contingency plan. The course has numerous activities based on a series of planning aids contained on the CD-ROM. These planning aids include contingency plan considerations for law enforcement, fire, emergency medical, public health, public works, and emergency management. Because this course is on CD-ROM, it CANNOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

Prerequisites: None.

CEUs: .4.

Study Hours: 4.

Supervisor's Guide to Equal Opportunity Employment (Enrollment restricted to FEMA employees) (IS-16)

This course instructs managers and supervisors on their responsibilities in equal opportunity employment and helps them handle equal rights and other potential issues. Specifically, the course:

- Addresses equal opportunity employment laws and how to handle certain situations.
- Identifies managers' and supervisors' responsibilities in preventing and dealing with discrimination and harassment.
- Describes the role and responsibilities of the equal rights officer in the Disaster Field Office.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 12.

Household Hazardous Materials (IS-55)

The course will introduce you to household hazardous materials and things you can do to protect yourself and your family from injury or death.

In the 1st unit, you will learn about basic chemical and physical properties, the ways chemicals enter your body, and the effects chemicals have on your body.

In the 2nd and 3rd units, you will learn about cleaning products, lead, mercury, gasoline, compressed gases, carbon monoxide, medical supplies, chlorine, pesticides, and much more.

In the last two units, you will cover labels, personal protective equipment, proper disposal methods, preventive measures to take before natural disasters, and less toxic alternatives.

Dangers from chemical products depend greatly on the individuals using them. Chemicals are safe to use when people read the directions and

use them correctly. This course is available both online or by requesting a CD-ROM from (<http://training.fema.gov/emiweb/is/>). It will take 1 to 3 hours to complete all the units and take the final exam.

(Technical Requirements: Internet Explorer 5.5 or higher. You may encounter problems when viewed in Netscape browser. Quicktime viewer to view panoramic picture (in CD version only) and Windows Media Player to view video clips.)

Prerequisites: None.

CEUs: .3.

Study Hours: 3.

Livestock In Disasters (IS-111)

This Independent Study course is for farmers, extension agents, emergency managers and others who have interests in the livestock industry. It describes the various hazards that animals can face and how to mitigate for them, as well as how to respond to an actual disaster. The livestock industry is a multi-billion dollar business that provides food for the American people as well as those overseas. It is important to insure our livestock are safe from hazards and will not suffer from the effects of hazards. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

An Orientation to Community Disaster Exercises (IS-120)

This Independent Study course includes a ½" VHS videocassette and a student manual, and provides an orientation to the types of exercises used to test and evaluate a community's emergency plan. The content illustrates the eight basic steps in exercise design and emphasizes the use of a design team to ensure the success of a community's exercise program. Because this course is on video, it CANNOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

Prerequisites: None.

CEUs: 1.0.

Study Hours: 4-10.

Professional Development Series Certificate of Completion

Those who complete all Professional Development Series (PDS) courses are eligible to receive a PDS Certificate of Completion. The courses are, in recommended order of completion: IS-230, IS-235, IS-242, IS-241, IS-240, IS-244, and IS-139.

Exercise Design (IS-139)

Emergency managers, emergency services personnel, and individuals who are part of the emergency preparedness and response communities at all levels of government need to be able to use the fundamentals of exercise simulation and design as an integrated system of resources and capabilities. This course is designed to develop exercising skills in the following areas:

- Comprehensive exercise program
- The exercise process
- Exercise design steps
- Tabletop, Functional, and Full-scale exercises
- Exercise evaluation

- Exercise enhancements
- Designing a functional exercise

This course is available for download from the Web site.

Prerequisites: None.

CEUs: 1.5.

Study Hours: 15.

Basic Incident Command System (IS-195)

This Independent Study course provides a general introduction to the Incident Command System (ICS) for individuals who have emergency response duties. It is designed as a multidiscipline course with various incident scenarios and activities. Units of study include:

- Introduction to the Incident Command System (ICS),
- The ICS Orientation, Incident Facilities,
- Incident Resource Management, and Incident Command System Assignments.

(This course also may be delivered in the classroom (1½ days). FEMA has developed an Instructor Guide.)

The content of this course is generally equivalent to National Interagency Incident Management System (NIIMS) training modules 1-6 (1-100/200).

This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online. This course has a Web-interactive version (CBT) available from this Web site.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 12-15.

State Disaster Management (IS-208)

This course provides fundamental information on the disaster assistance process and disaster assistance programs. During a disaster, states must be responsive to local jurisdictions and must effectively acquire and distribute federal resources. State disaster management is complex, requiring that state staff members have accurate information on the federal programs available and work with federal counterparts in the management of those programs. As a State Coordinating Officer (SCO), you play a critical role in managing the response and recovery operations. Other state staff that have a vital role includes Operations Officers, Individual Assistance (IA) Officers, Public Assistance (PA) Officers, Hazard Mitigation Officers (HMO), Community Relations Managers, and Public Information Officers.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10-20.

Principles of Emergency Management (IS-230)

Understanding the fundamental principles and practices of emergency management provides a framework for the future of professional growth of every emergency manager and responder. This course is designed to provide a basic framework of understanding of emergency management in the following areas:

- Overview of the Integrated Emergency Management System
- The emergency management cycle
- The Plan as program centerpiece
- Functions of an emergency management program
- Emergency management program participants
- Applying emergency management principles

This course is available for download from the Independent Study Web site.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Emergency Planning (IS-235)

Being able to use all the basic elements of the planning process gives emergency managers, planners, and other stakeholders a basis for working together to shape the community's disaster response to all types of hazards and problems. This course is designed to provide common experience of a properly structured Emergency Operations Plan in the following areas:

- The planning process
- Hazard analysis
- The basic plan
- Annexes and appendices
- Implementing instructions

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Leadership and Influence (IS-240)

Being able to lead others—to motivate them to commit their energies and expertise to achieving the shared mission and goals of the emergency management system—is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your leadership and influence skills. It addresses:

- Leadership from within.
- How to facilitate change.
- How to build and rebuild trust.

- Using personal influence and political savvy.
- Fostering an environment for leadership development.

Prerequisites: None.

CEUs: .9.

Study Hours: 9.

Decision Making and Problem Solving (IS-241)

Being able to make decisions and solve problems effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your decision making skills. It addresses:

- The decision making process
- Decision making styles
- Attributes of an effective decision maker
- Ethical decision making and problem solving

Prerequisites: None.

CEUs: .8.

Study Hours: 8.

Effective Communication (IS-242)

Being able to communicate effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your communication skills. It addresses:

- Basic communication skills
- How to communicate in an emergency
- How to identify community-specific communication issues
- Using technology as a communication tool
- Effective oral communication

- How to prepare an oral presentation.

Prerequisites: None.

CEUs: .8.

Study Hours: 8.

Developing and Managing Volunteers (IS-244)

This course is for emergency managers and related professionals working with all types of volunteers and coordinating with voluntary organizations. This course will provide procedures and tools for building and working with voluntary organizations. Topics include benefits and challenges of using volunteers; building a volunteer program; writing job descriptions; developing volunteers through recruitment, placement, training, supervision and evaluation; coordinating with voluntary agencies and community-based organizations; and special issues such as spontaneous volunteers, liability, and stress. This course is designed for all audiences including federal, state, tribal, local emergency management, voluntary agencies, and affiliated organizations in the Federal Response Plan. This course can be downloaded from the Independent Study Website (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online or the materials may be shipped.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Anticipating Hazardous Weather and Community Risk (CD-ROM Only) (IS-271)

This course will help you, the emergency manager, anticipate and prepare for hazardous weather more effectively by:

- Enhancing your ability to recognize potentially hazardous weather and flooding situations and how they may affect your community.

- Familiarizing you with National Weather Service (NWS) products so that you understand how to use and interpret forecasts.
- Encouraging you to develop a partnership with the NWS well in advance of a threat. This course has four main sections: Weather, Hazards, Forecasting, and Warning Partnership.

Enrollment to receive a CD-ROM is limited to members of the emergency management community.

Enrollment on the Web is accomplished by accessing

<http://www.training.fema.gov/emiweb/is/>

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

The Emergency Operations Center's (EOC's) Role in Community Preparedness, Response, and Recovery Operations (IS-275)

This course is a prerequisite for G275, *Emergency Operations Center (EOC) Management and Operations*. The goal of this Independent Study course is to provide the reader with an understanding of the vital role an EOC plays in the community's overall preparedness, response, and recovery activities.

This course includes a workbook and videotape, *The Role of the EOC*, which the reader may keep for future reference. Because this course is on video, it can NOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

Prerequisites: None.

CEUs: 1.0.

Study Hours: 2-5.

Retrofitting Flood-Prone Residential Buildings (IS-279)

This Independent Study course is recommended prior to attendance at EMI's more technical resident course of the same title (E279). The course provides the users with an overview of retrofitting, the National Flood Insurance Program (NFIP), and minimum requirements of floodplain management as it relates to retrofitting methods, and parameters that influence retrofitting decisions.

This course format is programmed instruction which allows you to work at your own pace. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

The Role of Voluntary Agencies in Emergency Management (IS-288)

This Independent Study course is intended to educate the reader about the vital role that voluntary agencies play as key partners in providing disaster relief services throughout the entire emergency management cycle (i.e., mitigation, preparedness, response, and recovery). This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Disaster Basics (IS-292)

This course will provide individuals with the basic information about federal disaster programs and operations. It will prepare the FEMA personnel for response or recovery operations whether assigned to a Regional Operations Center (ROC), an Emergency Operations Center (EOC), Disaster Field Office (DFO), or other FEMA fixed facility. Other FEMA employees may complete the course as a prerequisite for other training.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Radiological Emergency Response (IS-301)

This course is a prerequisite to the resident course B301, *Radiological Emergency Response Operations (RERO)*. The goal of this Independent Study course is to provide a learning experience in which participants demonstrate a comprehensive understanding of radiological protection and response principles, guidelines, and regulations that will prepare them for the operations course (RERO). This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Introduction to Community Emergency Response Teams (IS-317)

This course prepares the participant to take the performance-based *Community Emergency Response Team (CERT)* training offered in a classroom setting by his/her community. Also, graduates of the CERT program are encouraged to complete the Independent Study to reinforce principles learned during training.

CERT is part of the President's Citizen Corps initiative. Local government or its representative sponsors to program in the community. The goal is to educate about and prepare them for their local hazards.

To read more about the CERT program, visit the Web site at
<http://training.fema.gov/emiweb/cert/index.asp>.

Selection Criteria: This course is available to people who want to learn more about the CERT program and the skills that are taught during the classroom training.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 6–8.

Community Hurricane Preparedness (CD-ROM Only) (IS-324)

This computer-based course is to provide those involved in the decision making process for hurricanes with basic information about:

- How hurricanes form.
- The hazards they pose.
- How the National Weather Service forecasts future hurricane behavior.
- What tools and guiding principles can help emergency managers prepare their communities.

Because of limited quantities, the CD-ROM is only available to members of the emergency management community and officials with decision making responsibility at the local, state, or federal levels, who work with hurricane-prone areas. Others who are interested in completing the course can access it at the following Web site:

<http://meted.ucar.edu/hurricane/chp/index.htm>

(Technical requirements: Windows 95, 98, or NT 4.0, Intel Pentium Processor, 133 MHz or faster, Windows compatible sound card, 4x or greater CD-ROM drive, 16 MB RAM.)

Prerequisites: None.

CEUs: 1.

Study Hours: 10.

Refresher Course for Radiological Response (IS-330)

This individualized instruction is available on videotape and workbook for the individual to review monitoring techniques, protective actions, and radiation information for all types of radiation emergencies. Access to a ½" VHS video player and television is required. The videotape may be kept for future refresher training. CD-ROM format also is available.

Prerequisites: Successful completion of G320, *Fundamentals Course for Radiological Response*. Participants should submit a copy of their certificates along with the enrollment application.

CEUs: 1.0.

Study Hours: 10.

Introduction to Radiological Emergency Preparedness (REP) Exercise Evaluation (IS-331)

This Web-based course is designed for federal evaluators of offsite response exercises in FEMA's REP program. The course is a prerequisite to the L304, *REP Exercise Evaluation* course which is delivered in the regions. Course topics include basic REP concepts and terminology, evaluator role and responsibilities, and evaluation areas.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Orientation to Hazardous Materials for Medical Personnel (IS-346)

This self-study guide is designed to prepare medical and hospital personnel to analyze hazardous materials situations, take the necessary steps to assure medical provider safety, and identify appropriate resources for decontamination and medical care. This course serves as the prerequisite for the field (non-resident) course G346, *Hospital Emergency Department Management of Hazardous Materials Accidents (HMA)*. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Multi-Hazard Emergency Planning for Schools (IS-362)

This Independent Study course will provide individuals with the basic information and tools needed to develop effective plans for the wide array of potential emergencies that schools may face. It addresses: understanding emergency management; recruiting your planning team; assessing your hazards; developing your plan; planning for terrorism, and training and testing your plan.

The audience for this course includes all who are responsible for planning and responding to school emergencies.

This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>)

Prerequisites: None.

CEUs: To Be Determined.

Study Hours: To Be Determined.

Introduction to Residential Coastal Construction (IS-386)

This is a very comprehensive, advanced level course. This course will introduce the learner to basic information about residential coastal construction. Some unit topics include coastal environment, regulatory requirements and identifying hazards. The target audience is engineers, architects, and building code officials. Floodplain management, hazard mitigation, planning and building officials with building science knowledge are also part of the target audience. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.4.

Study Hours: 14.

Introduction to Mitigation (IS-393)

This Independent Study course provides an overview of the basic mitigation knowledge that is needed to initiate interested parties into the field of mitigation and hazards threatening the community mitigation strategies, responsibilities, and resources, and about building a program.

Completion of this course is a prerequisite for participation in the *Mitigation for Emergency Managers* course, G393. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Mitigation for Homeowners (IS-394)

This course is designed for homeowners and small businesses. The course will introduce mitigation and assist in identifying the natural hazards which affect their communities and to which they are most vulnerable, as well as, the potential risks that could affect their homes during disasters; and, in determining which mitigation actions they should undertake to reduce the risk of potential damage to their families, homes and property from disaster.

It provides the homeowner with nontechnical mitigation techniques for the home, both pre-disaster (preventive) and post-disaster (corrective) that will reduce disaster costs and the impacts of natural hazards. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

The Professional in Emergency Management (IS-513)

This course is for any professional in emergency management or anyone who is looking for a career in the profession. It is designed to give a broader professional outlook for versatile emergency managers. These professionals will be able to coordinate outside the home jurisdiction and apply skills to hazards and circumstances in any part of the country.

There are two parts to this book. One part is an orientation to the national assets coordinated by FEMA and the federal role in disaster management. The other part is devoted to increasing knowledge of a wider range of hazards. We have joined these two different topics in one book because they represent the broader field of emergency management. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Special Considerations for FEMA Public Assistance Projects (IS-600)

Special considerations are issues, other than eligibility, that affect the scope of work and funding for FEMA Public Assistance projects. These issues include insurance, hazard mitigation, environmental considerations, and historical considerations. Noncompliance with these issues can result in applicant loss of funding, delays in project approval, legal action, and negative publicity. Timely identification and resolution of special considerations issues can prevent these consequences. This Independent Study course provides a baseline for identifying special considerations issues, guidelines for applicant documentation, and steps for timely resolution. The target audience for this course includes federal, state, and local disaster workers with assignments in FEMA's Public Assistance Program. Two videotapes accompany this workbook. Because this course is on video, it can NOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

Prerequisites: None.

CEUs: 1.0.

Study Hours: 10.

Introduction to the Public Assistance Process (IS-630)

This Independent Study program is a CD-ROM, computer-based training program. It includes four units of instruction covering such topics as an overview, eligibility, kick-off meeting, project formulation, and small project validation. The materials include a section on "How to take this course"—an interactive summary activity, and a resource center which includes public assistance policy publications, forms, glossary, link to FEMA's Web site, and end-of-course

examination. The course is designed for all audiences including federal, state, tribal, and local emergency management staffs with responsibilities in FEMA's Public Assistance Program. It is highly recommended for nonpublic assistance personnel who need a basic understanding of the process. Course materials are not available for downloading due to imbedded video, but enrollment is available via the FEMA Web site (<http://www.training.fema.gov/emiweb/is/>).

Prerequisites: None.

CEUs: .2.

Study Hours: 2.

Public Assistance Operations I (IS-631)

This is a CD-ROM computer based training (CBT) course. It replaces the resident course, E381, *Public Assistance Operations I*. The units of instruction cover such topics as initial operations, governing documents, eligibility, special considerations, project formulation (worksheet and validation), and a summary. The course also includes a resource center that includes public assistance policy publications, forms, glossary, a link to FEMA's Web site, and an end-of-course exam. This CBT Course is designed for all audiences including federal, state, tribal, local emergency management, and contractor staffs with responsibilities in FEMA's Public Assistance Program. Course materials are NOT available for downloading due to imbedded video but enrollment is available via the FEMA Web site at: www.training.fema.gov/emiweb/emicourses/

Prerequisites: IS-630, *Introduction to the Public Assistance Process*.

CEUs: .7.

Study Hours: 7.

Introduction to Debris Operations in FEMA's Public Assistance Program (IS-632)

This course is a CD-ROM computer-based training (CBT) course. The course is designed into two major topic areas—General Debris Removal Operations and Critical Issues in Debris Operations. There is also a resource center which includes Public Assistance documents, test resources (exam), sample forms, key content, and a link to the FEMA Web site.

Course is designed for all audiences including federal, state, tribal, local emergency management, and contractor staffs with debris removal responsibilities in FEMA's Public Assistance Program. It is recommended for all staff required to take an introductory course in debris operations. Course materials are NOT available for downloading due to imbedded video, but enrollment is available via the FEMA Web site at www.training.fema.gov/emiweb/emicourses/

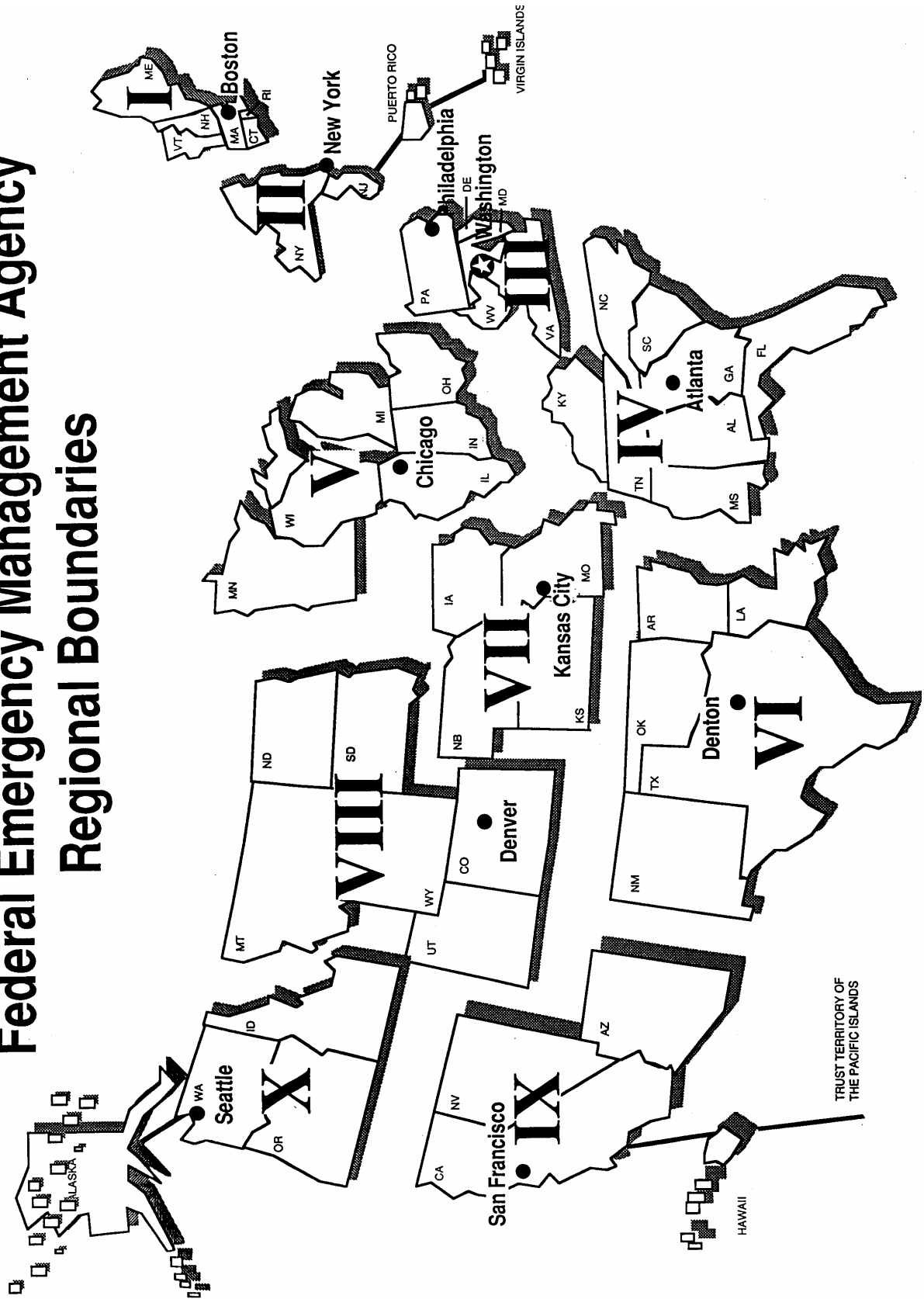
Prerequisites: None.

CEUs: .5.

Study Hours: 5.



Federal Emergency Management Agency Regional Boundaries



FEMA Regional Offices

There are 10 FEMA regional offices. Each office is headed by a regional director who reports to the Undersecretary of Emergency Preparedness and Response and is responsible for FEMA programs in the region.

Address

States Served

Region I

99 High Street, 6th Floor
Boston, Massachusetts 02110
(617) 956-7506
(617) 956-7550 (Training Office)
FSN: 551-9550
Fax: (617) 956-7519 or 956-7538
E-mail: richard.quinlan@dhs.gov

Connecticut, Maine, Massachusetts, New
Hampshire, Rhode Island, Vermont

Region II

26 Federal Plaza, Room 1307
New York, New York 10278-0002
(212) 680-3662
(212) 225-7018 (Training Office)
Fax: (212) 680-3608
E-mail: robert.jones@dhs.gov

New Jersey, New York, Puerto Rico, Virgin Islands

Region III

One Independence Mall Building
615 Chestnut Street, 6th Floor
Philadelphia, Pennsylvania 19106-4404
(215) 931-5500
(215) 931-5569 (Training Office)
FSN: 553-5569
Fax: (215) 931-5539
E-mail: janice.barlow@dhs.gov

Delaware, District of Columbia, Maryland,
Pennsylvania, Virginia, West Virginia

Region IV

3003 Chamblee Tucker Road
Atlanta, Georgia 30341
(770) 220-5200
(770) 220-5218 (Training Office)
FSN: 554-5218
Fax: (770) 220-5275
E-mail: gayle.alston@dhs.gov

Alabama, Florida, Georgia, Kentucky, Mississippi,
North Carolina, South Carolina, Tennessee

Region V

536 South Clark Street, 6th Floor
Chicago, Illinois 60605
(312) 408-5500
(312) 408-5377 (Training Office)
FSN: 555-5377
Fax: (312) 408-5222
E-mail: sharon.wolf@dhs.gov

Illinois, Indiana, Michigan, Minnesota, Ohio,
Wisconsin

Region VI

Federal Regional Center
800 North Loop 288
Denton, Texas 76201-3698
(940) 898-5104
(940) 898-5457 (Training Office)
FSN: 536-5157
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Arkansas, Louisiana, New Mexico, Oklahoma,
Texas

Region VII

2323 Grand Boulevard, Suite 900
Kansas City, Missouri 64108-2670
(816) 283-7060
(816) 283-7033 (Training Office)
FSN: 537-7033
Fax: (816) 283-7098
E-mail: james.nelson@dhs.gov

Iowa, Kansas, Missouri, Nebraska

Region VIII

Federal Regional Center
Building 710, Box 25267
Denver, Colorado 80225-0267
(303) 235-4812
(303) 235-4929 (Training Office)
FSN: 538-4929
Fax: (303) 235-4857
E-mail: anne.griffin@dhs.gov

Colorado, Montana, North Dakota, South Dakota,
Utah, Wyoming

Region IX

111 Broadway, Suite 1200 Commonwealth of the
Northern
Oakland, CA 94607-4052
(415) 923-7100
(415) 923-7106 (Training Office)
FSN: 539-7106
Fax: (415) 923-7213 or 923-7214
E-mail: wayne.schmaling@dhs.gov

Arizona, California, Hawaii, Nevada, Guam,
American Samoa, Mariana Islands

Region X

Federal Regional Center
130 228th Street SW
Bothell, Washington 98021-9796
(425) 487-4600
(425) 487-4603 (Training Office) or
(425) 487-4684
FSN: 390-4603
Fax: (425) 487-4777
E-mail: kathy.burke@dhs.gov

Alaska, Idaho, Oregon, Washington

Regional Training Staff

Region I

Richard J. Quinlan. B.A., English/Communications. Experience: 16 years of experience in the emergency management field. Served as Regional Hazardous Materials Program Coordinator from June 1987 to June of 1993. Detailed to the Office of the Regional Director in 1995 to coordinate the Special Olympics World Games in New Haven, Connecticut. State Liaison Officer for the State of Vermont for the last 14 years and have worked in 17 presidentially declared disasters. Exercise Response 1998 coordinator for all Region I staff and all six New England states. Created and developed Regional Training Lab to enhance computer skills for Region I staff. Regional Training Manager for Regional and state staff. Cadre Manager for the Regional Disaster Field Training Organization (DFTO).

Region II

Robert F. Jones. Has 40 years of Federal Government service, with FEMA, Defense Civil Preparedness Agency (DCPA), Federal Preparedness Agency (FPA), and other federal agencies. He has a Bachelor of Arts Degree in Political Science and Education from Iona College, New York. He served as Chief of Staff for several presidentially declared disasters, Special Assistant to the ROC Director, and Manager of the Regional Disaster Field Training Program. From 1997 through 1999 he served as the Terrorism Point of Contact with the Department of Defense for the Domestic Preparedness Program as well as the Department of Justice/Federal Bureau of Investigation (DOJ/FBI) for Consequence Management and the Nunn Luger Dominici II Program. He has served as the state Liaison to the New York State Emergency Management Office for disasters from 1994 to the present. For several years, he served as the Regional Fire Representative. Periodically, he acts for the Division Director or Deputy Division Director.

Region III

Janice Barlow. B.S., Biology, M.A., Zoology, M.Ed., Instructional Systems: Training Design and Development (in progress). Experience: More than 15 years in the design, development, and management of training and performance improvement systems. Training solutions have included Classroom Training, Computer-Based Training, Web-Based Training, and Intelligent Tutoring Systems; has supported the United States Coast Guard, U.S. Navy, U.S. Army, and USDA Forest Service in the implementation and evaluation of training programs, knowledge management, and performance improvement solutions. Experience also includes 10 years as an Ordnance Officer in the U.S. Army with assignments as an instructor and Curriculum Manager for the U.S. Army Ordnance Center and School, Aberdeen Proving Grounds, Maryland.

Region IV

Gayle Alston. B.S., Education M.L.S. Library Science. Experience: 4 years as public school librarian, 6 years as Library and Records Manager at the EPA Atlanta Regional Office where responsibilities included computer training; 8 years Health Education Specialist at Agency for Toxic Substances and Disease Registry with responsibilities in delivering adult education programs and overseeing cooperative agreements in environmental health education.

Region V

Sharon Wolf. B.S. Secondary Education and Social Studies, M.S. Educational Psychology. Experience: 10 years advising, counseling and teaching at Alverno College and the University of Wisconsin—Milwaukee School of Education. Seventeen years in the Response and Recovery Division of FEMA Region V, Human Services and Operations and Planning branches. Responsibilities included Individual Assistance and Operations/Planning program management and training of state staff, other federal agency staff and disaster assistance employees. Regional Training Manager since 1997.

Region VI

Kory V. Gabrielsen. Currently the FEMA Region VI Training Manager and cadre manager for Disaster Field Training Operations. More than 20 years of experience in emergency management, response, exercise evaluation, and adult education. Many years of experience designing and developing training and exercise programs for use by the EPA, DOE, U.S. Coast Guard, and other federal and state agencies. Served as an emergency manager, hazardous materials officer, fire officer, safety officer, and environmental specialist. More than 10 years allied experience in DOE, Nuclear Facilities. Certifications include: National Environmental Training Association, DOE, OSHA, National Safety Council, and DOT. Continue to serve as a Master Chief in the U.S. Coast Guard Reserve with the Eighth Coast Guard District, Planning and Readiness Staff. Education: B.S., Fire Protection Management.

Region VII

James Nelson. B.S., Government; M.S., Educational Leadership; M.A. Business. Experience: 24 years as active duty military with the U.S. Army in the field of operations, plans, training, and exercises; training and exercise officer for operational organizations of varying sizes that deployed worldwide; Department of the Army systems integrator, developed and implemented fielding plans incorporating personnel, training, and exercising with new aviation hardware systems; director of professional development training program for Army executive leadership; 6 years of experience as emergency services director for American Red Cross; managed disaster response, planning and mitigation, training and exercises for large metropolitan area; member of the American Red Cross National Disaster Response Team, deployed to federally declared disasters involving floods, hurricanes, and terrorism.

Region VIII

Anne Griffin. B.A., French Language and Literature; M.S., Education (Teaching English as a Second Language). Responsible for Regional Training and Education Programs; administration and conduct of the major training and exercise programs of the state and tribal governments in the region; program evaluation. Experience: developer and manager of training and education curriculum for the U.S. Air Force School of Aerospace Medicine (USAFSAM); instructor and developer of English as a Second Language curriculum for the Defense Language Institute English Language Center (DLIELC); 13 years teaching English as a Second Language at university and adult education levels in the United States and Italy.

Region IX

Wayne E. Schmaling. B.S., American History with a minor in Business Administration from the State University of New York. Regional Training Manager since 1996. Experience: 24 years of operations and training with the Department of Defense in world-wide assignments. Operated and taught English as a Second Language for 12 months while assigned to the United States Military Training Mission in Riyadh, Saudi Arabia. Four years university-level instructional experience at Niagara University, New York. Additional duties as faculty advisor for the Rifle Marksmanship and Self-Defense Modules at Niagara University. Regional Manager of the Disaster Field Training Organization and National Defense Executive Reserve Cadres. Eleven years of disaster experience with FEMA at such disasters as the Northridge, California, earthquake of 1994. Co-chair of the Regional Awards Review Team, and charter member of the Regional Safety Committee.

Region X

Kathy J. Burke. B.A., Health and Physical Education; M.A., Counseling; C.A.S., Education Counseling. Experience: Civil servant for 20 years. I began my federal career on active duty with the U.S. Air Force. This led me to several job opportunities on military bases working in the field of education and counseling. I worked as an education counselor, and as a family support counselor with the U.S. Air Force statewide and overseas for 10 years. The past 12 years I have been the Regional Training Manager for FEMA Region X. In this role, I manage employee development for full-time and intermittent employees. I manage the regional DFTO Cadre. I have worked on many projects to design and deliver training activities within the agency and in coordination with other federal agencies or academic institutions. I am a member of the American Society for Training Development (ASTD), SALT, International Association of Emergency Managers (IAEM), and the Seattle Federal Executive Board (SFEB) Learning Council.

State Training Offices

REGION I

Connecticut

Training Officer
Connecticut Office of Emergency Management
360 Broad Street
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Maine

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72 State House Station
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Massachusetts

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400 Worcester Road
Framingham, Massachusetts 01702-5399
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E-mail: joan.roche@state.ma.us
www.state.ma.us/mema

New Hampshire

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33 Hazen Drive
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www.nhoem.state.nh.us/

Rhode Island

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645 New London Avenue
Cranston, Rhode Island 02920-3097
(401) 946-9996
Fax: (401) 944-1891
E-mail: michelle.sansouci@ri.ngb.army.mil
www.state.ri.us/riema/riemaaa.html

Vermont

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Vermont Emergency Management Division
Department of Public Safety
103 South Main Street
Waterbury, Vermont 05671-2101
(802) 244-8721
Fax: (802) 241-8655/5556
E-mail: rschell@dps.state.vt.us
www.dps.state.vt.us/

REGION II

New Jersey

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New Jersey State Police/Office of Emergency
Management
P.O. Box 7068
West Trenton, New Jersey 08628-0068
(609) 538-6058
Fax: (609) 538-0345
E-mail: p030sorchike@gw.njsp.org
www.state.nj.us/njoem/index.html

New York

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1220 Washington Avenue
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Puerto Rico

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Fax: (787) 725-4244
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Virgin Islands

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Virgin Islands Territorial Emergency
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102 Estate Hermon Hill
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(340) 773-2244
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REGION III

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District of Columbia

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Pennsylvania

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Fax: (717) 651-2021
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www.pema.state.pa.us/

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Fax: (804) 897-6556
E-mail: shoffman.des@state.va.us
www.vdem.state.va.us/

West Virginia

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Fax: (304) 344-4538
E-mail: jcox1@wvoes.state.wv.us
www.state.wv.us/wvoes/

REGION IV

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5898 County Road 41
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(205) 280-2221
Fax: (205) 280-2444
E-mail: doug@ema.alabama.gov
www.ema.alabama.gov

Florida

Training Officer
Florida Division of Emergency Management
2555 Shumard Oak Boulevard
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Fax: (478) 993-4260
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www2.state.ga.us/GEMA/

Kentucky

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www.msema.org/index.htm

North Carolina

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(919) 733-2500
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REGION V

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Springfield, Illinois 62701-1109
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Indiana

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Minnesota

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REGION VI

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www.accesskansas.org/kdem/

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North Dakota

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Index of Courses and Topic Areas

Categorized by NFPA 1600

Standard on

Disaster/Emergency Management and Business Continuity Programs

The National Fire Protection Association (NFPA) 1600 standard establishes a common set of criteria for disaster management, emergency management, and business continuity programs. The purpose of the standard is to provide those with the responsibility for disaster and emergency management and business continuity programs the criteria to assess current programs or to develop, implement, and maintain a program to mitigate, prepare for, respond to, and recover from disasters and emergencies. NFPA 1600 was developed in cooperation with representatives from the Federal Emergency Management Agency, the National Emergency Management Association, and the International Association of Emergency Managers.

EMI supports NFPA 1600 by providing activities that include training and education in all the program elements in the standard. These same program elements are included in FEMA's Capability Assessment for Readiness (CAR) that is used by the states to assess their emergency management programs.

Course Code	Course Title	Laws & Authorities	Hazard Identification/ Risk Assessment	Hazard Mitigation	Resource Management	Planning	Direction, Control & Coordination	Comm & Warning	Operations & Procedures	Logistics & Facilities	Training	Exercises Evaluation & Corrective Actions	Crisis Comm, Public Educ & Information	Finance & Administration
E125	Organizing and Sustaining Citizen Corps		X		X	X			X		X	X	X	X
E132	Exercise Design and Evaluation					X					X	X		
E133	Exercise Program Management and Control Simulation					X					X	X		
E136	Exercise Development					X			X		X	X		
E170	Advanced HAZUS Multi-Hazard (MH) for Hurricane		X	X		X								X
E172	Advanced HAZUS Multi-Hazard (MH) for Flood		X	X		X								X
E174	Advanced HAZUS Multi-Hazard (MH) for Earthquake		X	X		X								X
E179	HAZUS Multi-Hazard (MH) for Post-Disaster Mitigation Planning		X	X		X								X
E190	Introduction to ArcGIS for HAZUS-MH Users		X	X		X								X
E202	Debris Management					X	X		X					
E207	Mitigation Field Operations			X					X					
E208	State Coordinating Officer						X		X					
E210	Recovery from Disaster: The Local Government Role					X			X					

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E234	Digital Hazard Data		X	X		X								
E238	Cooperating Technical Partners Course		X	X		X			X				X	X
E260	HMGP/FMA Grants Administration Course			X										X
E263	Managing the HMGP for States			X										X
E273	Managing Floodplain Development Through the National Flood Insurance Program (NFIP)	X	X	X		X			X					X
E276	Benefit-Cost Analysis: Entry-Level Training			X		X								X
E278	National Flood Insurance Program/Community Rating System (NFIP/CRS)	X	X	X		X			X					X
E279	Retrofitting Flood-Prone Residential Buildings	X		X		X								X
E282	State Community Relations					X			X				X	
E288	State Donations Management Course				X	X	X		X	X			X	X
E296	HAZUS Multi-Hazard/ DMA 2000 Risk Assessment	X	X	X	X	X					X			X
B301	Radiological Emergency Response Operations (RERO)						X	X	X			X		
B302	Advanced Radiological Incident Operations (ARIO)		X		X	X	X	X	X			X		
L304	Radiological Emergency Preparedness (REP) Exercise Evaluation				X	X	X		X	X			X	X
E308	Using HAZUS in Mitigation Planning		X	X		X							X	X
E313	Basic HAZUS Multi-Hazard (MH)		X	X		X								X
E317	Comprehensive Data Management for HAZUS Multi-Hazard (MH)		X	X		X								
L324	Introduction to Hurricane Preparedness		X	X		X	X							
E330	Multi-Hazard Building Design Summer Institute (MBDSI)—Earthquake Protective Design		X	X										

Course Code	Course Title	Laws & Authorities	Hazard Identification/ Risk Assessment	Hazard Mitigation	Resource Management	Planning	Direction, Control & Coordination	Comm & Warning	Operations & Procedures	Logistics & Facilities	Training	Exercises Evaluation & Corrective Actions	Crisis Comm, Public Educ & Information	Finance & Administration
E331	Multi-Hazard Building Design Summer Institute (MBDSI)—Wind Protective Design		X	X										
E333	Multi-Hazard Building Design Summer Institute (MBDSI)—Fire Safety Design		X	X										
E335	Multi-Hazard Building Design Summer Institute (MBDSI)—Dam Safety Design	X	X											
E340	Radiological Emergency Preparedness (REP) Planning	X	X			X	X	X	X	X	X			
E341	Radiological Accident Assessment Concepts (RAAC)		X									X		
E344	Mitigation for Tribal Officials		X	X		X	X				X	X	X	
E354	Crisis Counseling Grant Program Course (Basic)	X				X			X		X		X	
E362	Multi-Hazard Emergency Planning for Schools TTT		X	X	X	X	X	X	X	X	X	X	X	X
E376	State Public Assistance Operations	X	X	X		X	X		X	X				X
E386	Residential Coastal Construction	X	X	X										
E388	Advanced Public Information Officers					X			X				X	
E407	Homeland Security Planning for Local Governments TTT	X	X		X	X	X	X	X	X		X	X	
E417	Community Emergency Response Team (CERT) TTT			X	X	X	X	X	X		X		X	X
E425	Radiological Series TTT								X		X			
E449	Incident Command System (ICS) Curricula TTT					X	X	X			X			
E461	Hospital Emergency Response Training (HERT) for Weapons of Mass Destruction (WMD) Events Train-the-Trainer	X				X	X	X			X	X		
E464	Disaster-Resistant Jobs		X	X	X	X			X	X	X			X
E580	Emergency Management Framework for Tribal Governments	X	X	X	X	X	X	X		X	X	X	X	

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E601	Management and Supervision of Training										X			
E602	Performance and Needs Assessment										X			
E603	Instructional Design										X			
E604	Course Development										X			
E605	Instructional Delivery										X			
E607	Master Trainer Practicum										X			
E608	Alternate Delivery Methods										X			
E900	IEMC/All Hazards: Preparedness and Response						X					X		
E901	IEMC/All Hazards: Recovery and Mitigation			X			X					X		
E905	IEMC/Hurricane: Preparedness and Response						X					X		
E906	IEMC/Hurricane: Recovery and Mitigation			X			X					X		
E910	IEMC/Earthquake: Preparedness and Response						X					X		
E911	IEMC/Earthquake: Recovery and Mitigation			X			X					X		
E915	IEMC/Homeland Security						X					X		
E920	IEMC/Hazardous Materials: Preparedness and Response						X					X		
E925/ L925	IEMC/State: Response and Recovery						X					X		
E930	IEMC/Community Specific/All Hazards: Response and Recovery						X					X		
E931	IEMC/Community Specific/Hurricane: Response and Recovery						X					X		
E932	IEMC/Community Specific/Earthquake: Response and Recovery						X					X		
E960	Healthcare Leadership and Administrative Decision Making in Response to WMD Incidents Course					X	X				X	X		

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E970	IEMC/Metropolitan Medical Response System (MMRS)					X	X				X	X		
K606	Evaluation of Training										X			
G108	Community Mass Care Management					X			X					
G110	Emergency Management Operations Course (EMOC) for Local Governments					X	X		X			X		
G130	Exercise Evaluation											X		
G135	Exercise Control/Simulation											X		
G137	Exercise Program Manager/ Management											X		
G138	Exercise Practicum for the Master Exercise Practitioner												X	
G190	Incident Command System (ICS): Law Enforcement						X							
G191	Incident Command System/Emergency Operations Center (ICS/EOC) Interface						X							
G192	Incident Command System (ICS): Public Works						X							
G194	Incident Command System (ICS) for Public Officials' Conference						X							
G195	Intermediate Incident Command System (ICS)						X							
G196	Advanced Incident Command System (ICS)						X							
G197	Emergency Planning and Special Needs Populations		X		X	X	X		X		X			X
G200	Public Officials' Conference	X		X		X	X	X	X	X			X	X
G202	Debris Management						X		X	X				
G203	Public Assistance Applicants' Workshop	X		X			X		X					X
G225	Seismic Retrofit Training for Building Contractors and Inspectors	X		X										
G246	Disaster-Resistant Jobs Training			X							X			

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G249	Managing People in Disasters: A Local Perspective						X							
G250.1	WEM: State and Local Continuity of Government (COG)	X							X					
G250.6	WEM: Amateur Radio Resources							X						
G250.7	WEM: Local Situation (RAPID) Assessment					X			X					
G250.8	WEM: Exercise Controller/Simulator										X	X		
G250.9	WEM: Exercise Evaluator										X	X		
G250.11	WEM: Continuity of Operations (COOP)	X							X					
G250.12	Senior Officials' Workshop: Preparedness and Response for Terrorist Incidents					X	X		X			X		
G253	FEMA Program Responsibilities: Coordinating Environmental and Historic Compliance	X												
G265	Instructional Delivery Skills (formerly G261, Instructional Presentation Skills)										X			
G270.1	WEM (Response and Recovery): Asking for Help						X							
G270.2	WEM (Response and Recovery): The Federal Response Plan (FRP)						X							
G270.3	WEM (Response and Recovery): Expedient Flood Training										X			
G270.4	WEM (Response and Recovery): Recovery from Disaster: The Local Government Role				X	X	X		X					
G270.5	WEM (Response and Recovery): Managing Through a Disaster for Supervisors						X				X			
G270.6	WEM (Response and Recovery): Working Through a Disaster for Front-Line Employees						X				X			
G271	Hazardous Weather and Flood Preparedness					X								
G272	Warning Coordination						X	X						

Course Code	Course Title	Laws & Authorities	Hazard Identification/ Risk Assessment	Hazard Mitigation	Resource Management	Planning	Direction, Control & Coordination	Comm & Warning	Operations & Procedures	Logistics & Facilities	Training	Exercises Evaluation & Corrective Actions	Crisis Comm, Public Educ & Information	Finance & Administration
G275	Emergency Operations Center (EOC) Management and Operations				X		X		X			X		
G276	Resource Management				X		X		X			X		
G277	Residential Coastal Construction	X	X	X										
G278	Benefit-Cost Analysis: Entry-Level Training			X		X								X
G279	Retrofitting Flood-Prone Residential Buildings	X		X		X								X
G280	Public Policy in Emergency Management	X				X							X	
G285	Benefit-Cost Analysis Using the Limited-Data Module: Intermediate Training			X		X								X
G288	Donations Management Workshop	X			X	X	X		X	X			X	X
G290	Basic Public Information Officers					X			X				X	
G300	Hazardous Materials: An Introduction for Public Officials	X	X			X		X						
G301	Introduction to Hazardous Materials Preparedness	X	X			X		X						
G305.1	Hazardous Materials Risk Communication	X	X			X		X						
G305.2	Hazardous Materials Information Management	X	X			X		X						
G305.3	Risk Analysis	X	X			X		X						
G305.4	Exercising Emergency Plans Under Title III											X		
G305.5	Alert and Notification							X	X					
G305.6	Community Awareness and Right-to-Know	X											X	
G305.7	Overview of Incident Command System						X						X	
G305.8	Hazardous Materials Workshop for EMS Providers						X						X	
G305.9	Hazardous Materials Workshop for Law Enforcement						X						X	
G305.10	Facility Coordinator's Role and the LEPC	X					X						X	

Course Code	Course Title	Laws & Authorities	Hazard Identification/ Risk Assessment	Hazard Mitigation	Resource Management	Planning	Direction, Control & Coordination	Comm & Warning	Operations & Procedures	Logistics & Facilities	Training	Exercises Evaluation & Corrective Actions	Crisis Comm, Public Educ & Information	Finance & Administration
G305.11	Liability Issues in Emergency Management	X											X	
G305.14	Hazardous Materials Response Team: Should You Have One?					X	X		X	X				
G310.1	Weapons of Mass Destruction: Nuclear Scenario					X	X		X			X		
G310.2	Weapons of Mass Destruction: Radiological Scenario					X	X		X			X		
G310.3	Weapons of Mass Destruction: Chemical-Sarin Scenario					X	X		X			X		
G310.4	Weapons of Mass Destruction: Chemical-Vx Scenario					X	X		X			X		
G310.5	Weapons of Mass Destruction: Biological-Anthrax Scenario					X	X		X			X		
G310.6	Weapons of Mass Destruction: Suicide Bomber Scenario					X	X		X			X		
G311	Hazardous Materials Contingency Planning		X			X			X					
G318	Mitigation Planning Workshop for Local Governments			X		X								
G320	Fundamentals Course for Radiological Response		X			X			X		X			
G346	Hospital Emergency Department Management of Hazardous Materials Accidents (HMA)					X			X		X			
G351	Who's in Charge Here?: Exercising Leadership in an Emergency or Disaster						X							
G357	Emergency Response to Criminal and Terrorist Incidents	X	X			X	X		X					
G358	Evacuation and Re-entry Planning Course	X				X	X	X	X				X	
G360	Hurricane Planning		X			X								
G361	Flood Fight Operations						X							
G362	Multi-Hazard Emergency Planning for Schools		X	X	X	X	X	X	X	X	X	X	X	X

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G365.3	WEM: Partnerships for Creating and Maintaining Spotter Groups				X									
G376	State Hazard Mitigation Planning			X		X								
G377	Regional Hazard Mitigation Planning			X		X								
G379	Interagency Hazard Mitigation Team Training			X		X								
G386	Mass Fatalities Incident Response						X	X	X					
G393	Mitigation for Emergency Managers		X	X		X								X
G398.1	Earthquake Mitigation and Recovery Exercise		X	X	X	X	X		X	X		X		X
G398.2	Flood Mitigation and Recovery Exercise		X	X	X	X	X		X	X		X		X
G398.3	Hurricane Mitigation and Recovery Exercise		X	X	X	X	X		X	X		X		X
G408	Homeland Security for Local Governments	X	X		X	X	X	X	X	X		X	X	
G434	Earthquake Safety Program for Schools		X	X	X	X	X	X	X	X		X	X	X
G436	Earthquakes: A Teacher's Package for K-6		X	X	X	X	X	X	X	X		X	X	X
G439	Seismic Sleuths: A Teacher's Package on Earthquakes for Grades 7-12		X	X	X	X	X	X	X	X		X	X	X
G901	Personal Protective Equipment (PPE)									X				
G902	CSEPP JIC Advisor												X	
G903	CSEPP Spokesperson Training												X	
G904	CSEPP Chemical Awareness					X					X			
G905	ACT FAST (Agent Characteristics Toxicity—First Aid and Special Treatment)										X			
G906	Response Phase Decontamination										X			
G907	Use of Auto-Injectors by Civilian Emergency Medical Personnel to Treat Civilians										X			
G908	Joint Information Center/Joint Information System (JICsaw III)												X	

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G909	Technical Planning and Evaluation					X								
G910	Techniques for CSEPP Program Instructors										X		X	
IS-1	Emergency Manager	X	X	X		X	X	X	X	X				
IS-2	Emergency Preparedness, USA		X	X		X	X	X	X	X				
IS-3	Radiological Emergency Management		X			X	X			X			X	
IS-5	Hazardous Materials: A Citizen's Orientation		X			X								
IS-7	A Citizen's Guide to Disaster Assistance					X							X	
IS-8	Building for the Earthquakes of Tomorrow: Complying with EO 12699			X										
IS-10	Animals in Disaster: Module A, "Awareness and Preparedness"						X							
IS-11	Animals in Disaster: Module B, "Community Planning"	X	X	X	X	X							X	
IS-12	Property Acquisition (Buyout) for Local Communities			X		X								X
IS-14	Welcome to FEMA: An Orientation for New Employees										X			
IS-15	Special Events Contingency Planning for Public Safety Agencies		X			X	X							
IS-16	Supervisor's Guide to Equal Opportunity Employment	X												X
IS-55	Household Hazardous Materials		X	X										
IS-111	Livestock in Disasters	X	X	X	X	X							X	
IS-120	An Orientation to Community Disaster Exercises					X						X		
IS-139	Exercise Design					X						X		
IS-195	Basic Incident Command System						X							
IS-208	State Disaster Management	X				X			X					
IS-230	Principles of Emergency Management	X	X	X		X	X	X	X	X				
IS-235	Emergency Planning	X	X			X	X	X	X	X				X

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IS-241	Decision Making and Problem Solving						X				X			
IS-242	Effective Communication										X		X	
IS-244	Developing and Managing Volunteers				X		X							
IS-271	Anticipating Hazardous Weather and Community Risk		X			X								
IS-275	The EOC's Role in Community Preparedness, Response, and Recovery Operations						X						X	
IS-279	Retrofitting Flood-Prone Residential Buildings			X										
IS-288	Role of Voluntary Agencies in Emergency Management				X									
IS-292	Disaster Basics	X		X					X	X	X			
IS-301	Radiological Emergency Response	X	X				X		X					
IS-317	Introduction to Community Emergency Response Teams		X	X	X	X			X	X	X			
IS-324	Community Hurricane Preparedness					X								
IS-330	Refresher Course for Radiological Response		X						X		X			
IS-331	Introduction to Radiological Emergency Preparedness (REP) Exercise Evaluation	X										X		
IS-346	An Orientation to Hazardous Materials for Medical Personnel		X			X			X					
IS-362	Multi-Hazard Emergency Planning for Schools		X	X	X	X	X	X	X	X	X	X	X	X
IS-386	Introduction to Residential Coastal Construction	X	X	X										
IS-393	Introduction to Mitigation		X	X		X			X					
IS-394	Mitigation for Homeowners		X	X		X							X	
IS-513	The Professional in Emergency Management	X	X	X		X	X	X	X	X				

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IS-632	Introduction to Debris Operations in FEMA's Public Assistance Program								X					

Acronyms

ACE	American Council on Education
ACT FAST	Agent Characteristics Toxicity—First Aid and Special Treatment
APS	Advanced Professional Series
ARES	Amateur Radio Emergency Services
ARIO	Advanced Radiological Incident Operations
BC	Benefit-Cost
CBI	Computer-Based Instruction
CBT	Computer-Based Training
CDC	Centers for Disease Control and Prevention
CEC	Comprehensive Exercise Curriculum or Continuing Education Credit
CEM	Comprehensive Emergency Management and Certified Emergency Manager
CEO	Chief Executive Officer
CERT	Community Emergency Response Team
CEU	Continuing Education Unit
CFR	Code of Federal Regulations
COE	Corps of Engineers (U.S. Army)
COG	Continuity of Government
COOP	Continuity of Operations
CRS	Community Rating System
CSDP	Chemical Stockpile Disposal Program
CSEPP	Chemical Stockpile Emergency Preparedness Program
CTC	Conference and Training Center
DAE	Disaster Assistance Employee
DCPA	Defense Civil Preparedness Agency
DFIRM	Digital Flood Insurance Rate Map
DFO	Disaster Field Office
DFTO	Disaster Field Training Operation
DH	Disaster Housing
DHS	Department of Homeland Security
DMW	Donations Management Workshop
DOE	Department of Energy
DOJ	Department of Justice
DRC	Disaster Recovery Center
DRO	Disaster Recovery Operations
EAS	Emergency Alert System
EENET	Emergency Education NETwork
EEO	Equal Employment Opportunity
EMI	Emergency Management Institute
EMOC	Emergency Management Operations Course
EMS	Emergency Medical Services
EMT	Emergency Management Training
EO	Executive Order
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
EPA	Environmental Protection Agency
EPI	Emergency Public Information
EST	Eastern Standard Time
ETO	Exercise and Training Officer
FBI	Federal Bureau of Investigation
FCO	Federal Coordinating Officer
FCRR	Fundamentals Course for Radiological Response
FEKC	FEMA Employee Knowledge Center

FEMA	Federal Emergency Management Agency
FMA	Flood Mitigation Assistance
FPA	Federal Preparedness Agency
FRERP	Federal Radiological Emergency Response Plan
FRP	Federal Response Plan
G	Graduate Program or Code for non-resident/field courses
GCO	Grant Coordinating Officer
GIS	Geographic Information System
GSA	General Services Administration
HAZUS	Hazards United States
HMA	Hazardous Materials Accidents
HMGP	Hazard Mitigation Grant Program
HS	Human Services
HUD	Department of Housing and Urban Development
IAEM	International Association of Emergency Managers
ICS	Incident Command System
ICS/EOC	Incident Command System/Emergency Operations Center
IEMC	Integrated Emergency Management Course
IEMS	Integrated Emergency Management System
IFGP	Individual and Family Grant Program
IHP	Individuals and Households Program
IS	Independent Study
JIC	Joint Information Center
JIS	Joint Information System
LD	Lower Division and Limited Data
LEP	Leadership Excellence Program
LEPC	Local Emergency Planning Committee
LRC	Learning Resource Center
MBDSI	Multi-Hazard Building Design Summer Institute
MEP	Master Exercise Practitioner
MMS	Mitigation Management Series
MTP	Master Trainer Program
NAWAS	National Warning System
NBC	Nuclear, Biological, and Chemical
NDER	National Defense Executive Reserve
NEHRP	National Earthquake Hazards Reduction Program
NEMIS	National Emergency Management Information System
NEPA	National Environmental Policy Act
NETC	National Emergency Training Center
NFA	National Fire Academy
NFDC	National Fire Data Center
NFIP	National Flood Insurance Program
NHPA	National Historic Preservation Act
NIIMS	National Interagency Incident Management System
NTC	Noble Training Center
NTIS	National Technical Information Service
NUREG	Nuclear Regulatory Guide
NWS	National Weather Service
OMB	Office of Management and Budget
OSHA	Occupational Safety and Health Administration
PDA	Preliminary Damage Assessment
PDS	Professional Development Series
PIO	Public Information Officer
POC	Public Officials' Conference
POV	Privately Owned Vehicle
PPA	Performance Partnership Agreement

PPE	Personal Protective Equipment
PTA	Parent-Teacher Association
RAA	Radiological Accident Assessment
RAAC	Radiological Accident Assessment Concepts
RACES	Radio Amateur Civil Emergency Services
REP	Radiological Emergency Preparedness
RERO	Radiological Emergency Response Operations
RTM	Regional Training Manager
SARA	Superfund Amendments and Reauthorization Act of 1986
SCM	Survivable Crisis Management
SCO	State Coordinating Officer
SLE	State and Local Exercise
SLG	State and Local Guide
SOP	Standard Operating Procedures
TD	Technical Document
TEEM	Training Excellence Emergency Management
TTT	Train-the-Trainer
UD	Upper Division
URL	Uniform Resource Locator
USCG	U.S. Coast Guard
USFA	United States Fire Administration
VISTA	Volunteers In Service To America
VOAD	Voluntary Organizations Active in Disaster
WEM	Workshop: Emergency Management
WMD	Weapons of Mass Destruction
WWW	World Wide Web

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United States Fire Administration Staff Directory

NOTE: All staff can be accessed via email as follows: firstname.lastname@dhs.gov

U.S. Fire Administrator

R. David Paulison, FEMA Preparedness Division Director and Administrator, U.S. Fire Administration (USFA). R. David Paulison was appointed Director of the Preparedness Division of the Emergency Preparedness & Response Directorate/FEMA, in the newly created Department of Homeland Security (DHS) in 2003. He will continue to serve as the U.S. Fire Administrator, a position to which he was appointed in December 2001. As director of the Preparedness Division, Mr. Paulison administers a broad range of programs designed to reduce injuries and deaths due to disasters, strengthen States and communities, and prevent or reduce damage to public and personal property. He also is responsible for enhancing State and local emergency preparedness, training Federal, State, and local emergency managers, and conducting a nationwide program of exercises. As head of the USFA, Mr. Paulison also supports State and local fire service programs and oversees programs to reduce life and economic losses due to fire and related emergencies, in partnership with fire protection and emergency service communities. *Experience:* Before joining FEMA, Mr. Paulison, who has 30 years of fire rescue services experience, was chief of the Miami-Dade Fire Rescue Department. In that position, he oversaw 1,900 personnel with a \$200 million operating budget and a \$70 million capital budget. He also oversaw the county's emergency management office. He began his career as a rescue firefighter and rose through the ranks to rescue lieutenant, battalion commander, district chief of operations, division chief, assistant chief, and then deputy director for administration before becoming chief. His emergency management experience includes

Hurricane Andrew and the crash of ValuJet Flight 592. A native of Miami, Florida, Mr. Paulison earned a Bachelor of Arts degree from Florida Atlantic University and completed the Program for Senior Executives in State and Local Government at Harvard University's John F. Kennedy School of Government. He received the LeRoy Collins Distinguished Alumni Award and was inducted into the Miami-Dade Community College Hall of Fame. Mr. Paulison was selected as fire chief of the year by Florida in 1993, and holds positions in several professional associations. He is a certified paramedic and, as fire chief, oversaw the Miami-Dade Urban Search and Rescue Task Force. He is also past president of the International Association of Fire Chiefs.

Deputy Administrator

Charlie Dickinson, Deputy Administrator, U.S. Fire Administration (USFA). Responsible for the oversight of the USFA and the National Emergency Training Center (NETC). Serves as primary advisor to the U.S. Fire Administrator on overall operations and management of USFA. Serves on the USFA management team to lead the Nation's response to its fire-related problems. *Experience:* Before joining FEMA, Mr. Dickinson, who has 36 years of fire service experience, was chief of the Pittsburgh, Pennsylvania, Bureau of Fire. During his 10-year tenure as chief of the department, he oversaw 900 personnel with large operating and capitol budgets. He began his career as a firefighter in the Hayward, California, Fire Department rising through the ranks as an apparatus operator,

captain, training captain, battalion chief, and staff battalion chief, a position that included responsibility as the city's emergency services coordinator. In 1986, Mr.

Dickinson was appointed as the assistant chief of operations in the Pittsburgh Bureau of Fire, serving in that capacity until his appointment as Pittsburgh's fire chief.

Throughout his career, he has served on numerous committees and boards, both locally and on the national level. These include the International Association of Fire Chiefs (IAFC Metro Division), the National Fire Protection Association (NFPA), liaison for the National Aeronautics and Space Administration (NASA), Fire Fighting Task Force, the National Fallen Firefighter Foundation (NFFF), and as an adjunct instructor at the National Fire Academy (NFA). He continues to remain active with the IAFC's Metro Division and the NFFF.

USFA Management Staff

Richard W. Callis, EMI Deputy Superintendent. Emergency Management Institute. For the 3 years prior to taking this position, he was the Integrated Emergency Management Branch chief, duty stationed at the Conference and Training Center, Mount Weather. Prior to that, he was the team leader for the Integrated Emergency Management Team and also managed the Professional Development Series of courses. Prior to joining federal service, he managed a state training program for 12 years. During that time, he also served as an instructor for a business management program for a private college. Education: B.S., Business Administration; M.S., Education.

Ronald P. Face, Jr. Director, National Emergency Training Center (NETC) Management, Operations and Support Services Division. Coordinates the management, operation, and maintenance of the NETC, providing administrative, operational, and emergency services in support of program activities and special groups at NETC. *Experience:* Administrative, planning, and operational skills led to military assignments to Federal emergency management functions in support of the Federal response to tornados, hurricanes, plane crashes, floods, and hazardous materials incidents, as well as security and traffic planning and management in support of two Presidential funerals. Many of the activities led

to Presidential recognition. Retired from U.S. Army Military Police in 1978; accepted an appointment to a community Public Safety Department to implement the consolidation of law enforcement and fire service in the community into a combined Public Safety Department operation. Since 1982, has served in positions at the NETC from course development through administrative support functions; has held senior leadership position since 1987. B.S. in Law Enforcement and Corrections.

Alexandra Furr, Division Chief, National Fire Data Center. Manages NFDC personnel, resources, and programs which include data collection and analysis, applied research and technology, and information dissemination. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Dr. Kirby Kiefer, Deputy Superintendent, National Fire Academy (NFA). Responsible for supervision of NFA staff and for implementation of NFA programs and courses. Serves on USFA management team to lead the Nation's response to its fire-related problems. *Experience:* Intern, Meadville, PA, Fire Department 1972-75; Acting Chief Okaloosa Island Fire District, Florida, 1977-81; Assistant Professor at West Virginia University 1981-88; Fire Service Specialist, Minnesota State Colleges and Universities, 1988-2000; B.A., Geology, Allegheny College; M.P.A., University of West Florida, 1982; Ed.D., University of Minnesota, 1998. Graduate of Federal Executive Institute, Charlottesville, Virginia.

Cortez Lawrence, Ph.D., J.D., Director, National Fire Programs. Responsible for leading the development and implementation of USFA initiatives; program development, planning, and other USFA activities through the Grants, Response, and Mitigation Branches. Serves on the USFA management team to lead the Nation's responses to its fire-related problems.

Dr. Denis Onieal, Superintendent, National Fire Academy (NFA). Responsible for leadership, management, and implementation of all NFA courses and programs. Serves on USFA management team to lead the Nation's response to its fire-related problems. *Experience:* Started as firefighter in Jersey City, New Jersey, in 1971. Rose through the ranks to become Deputy Fire Chief in 1991 and Acting Fire Chief in 1995. Assistant Professor in New York

University Graduate School of Education since 1991. Authored more than 20 publications on fire-related issues; Ed.D., Education, New York University; M.P.A., Public Administration, Fairleigh Dickinson University; B.Sc., Fire Administration, Jersey City State College. Also a graduate of the Federal Executive Institute in Charlottesville, Virginia.

R. Wayne Powell, Chief, Mitigation Branch, National Fire Programs. Responsible for a wide array of prevention programs, products, and services including public education awareness and resources, interaction with other Federal agencies on fire protection matters, coordination with National fire service/fire safety advocacy organizations, and intra-agency mitigation matters. Serves on the USFA management team to lead the Nation's response to its fire-related problems. *Experience:* Served in operations and training at municipal, county, and State levels as volunteer and career fire/EMS officer with work in public relations, fire prevention, and fire equipment industry; A.A., Fire Science; B.A., Fire Administration.

Stephen G. Sharro, EMI Superintendent. *Experience:* Extensive experience in adult education and training with FEMA and with the Department of Defense. Assignments include Deputy and Acting Director of Education, U.S. Army Europe; Chief, Operations, U.S. Army Europe; Director of Education, 7th Army Training Command; and education leadership positions with HQ Department of the Army; Fort Ritchie, Maryland, U.S. Army Southeast Asia, and U.S. Army Engineer School. Education: B.S., Indiana University of Pennsylvania; M.S., University of Southern California; U.S. Army War College.

Hugh E. Wood, Chief, Response Branch, National Fire Programs. Responsible for overseeing branch operations and activities related to Counter-Terrorism, Arson, Mitigation, Emergency Incident Policy and Analysis, Hazardous Materials, and Emergency Medical Services programs, products, and service. Interacts with other Federal agencies and State/local partners on fire protection matters. Serves on the USFA management team to lead the Nation's response to its fire-related problems. *Experience:* 23 years in major fire and rescue department; 5 years as Training Specialist for USFA's Emergency Incident Policy and Analysis Curriculum; A.A.S., Fire Investigation; B.S.,

Technology and Management; M.A., Human Resource Management.

USFA Staff

Karen J. Andrew, Secretary, Integrated Emergency Management Branch, EMI. Provides clerical support for Branch staff. Responsible for micropurchases; travel arrangements; credit card purchases; time and attendance; and other miscellaneous administrative duties. *Experience:* 10 years in the secretarial field. Education: Graduated Catocin High School, 1991; attended Abbie Business Institute, 7/91-4/92, Executive Secretary Certificate.

Loretta Arscott, Secretary, Office of the Superintendent, EMI. Responsible for supporting the Superintendent and Deputy Superintendent. *Experience:* Office management and project management for the government and private industry. Education: Currently attending UMUC; USDA/Graduate School-Aspiring Leader Graduate.

Duane Baltz, Education Specialist, Employee Development Branch, EMI. Responsible for applying performance improvement technology that will enable employees to effectively perform their jobs. *Experience:* Program director for fire and emergency management at the National Association of Counties. Education: B.A., History and Government with teaching certificate, Iowa State University; M.P.A., American University; certification to teach front-end analysis and job aid development.

Mary Bare, Admissions Specialist, NETC Management Operations and Support Services Division. Responsible for the admissions and stipend reimbursement process for the National Fire Academy. *Experience:* Formerly served as volunteer firefighter and EMT in volunteer fire department. Completed preclinical nursing.

Karen Barnes, Secretary, Readiness Branch, EMI. Administrative support to Branch Chief and staff. *Experience:* 10 years of experience as executive and legal assistant, 4 years of experience as help desk/software specialist, 4 years of experience as Web developer. Education: Certificate in Executive Office Technology from Frederick Community College; attending University of Maryland University College.

Gerry N. Bassett, Training Specialist, Prevention and Leadership Branch, National Fire Programs. Responsible for the Fire Service Training and Public Safety Education curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State and local fire organizations representing FEMA and USFA.

Pat Baughman, Training Support Specialist, Office of the Superintendent/Director, EMI. Responsibilities: Assists the division program analyst on a daily basis. Assists the training support specialist in managing classroom and editorial support contract requirements, property management, EMI schedule and catalog. Joined FEMA in 1989. *Experience*: Eight years of secretarial experience at the U.S. Army Medical Institute of Infectious Diseases, Fort Detrick, Frederick, MD.

Dynia Beaty, Training Specialist, Employee Development Section, EMI. Currently serving as Program Coordinator and Team Leader for Executive Development training ensuring eligible employees are well informed of available executive opportunities. Mentoring and supporting new Training Specialists. Training Advisor for the Response and Recovery organizations supporting and advising training initiatives. Course Manager for *Travel Manager 8.1* and retirement planning seminars. *Experience*: Providing training opportunities for administrative support personnel and para-professionals.

Robert Bennett, Field Training Specialist, National Fire Academy. Responsible for managing the national Training Resources and Data Exchange (TRADE) Program, and the Off-Campus Regional Delivery Program. *Experience*: 32 years with Arlington, Texas, Fire Department; served 14 years as TRADE Region VI Metro Co-chair; B.A., Fire Science; Master Firefighter, Master Instructor, and EMT-1 Certifications from State of Texas.

Joseph K. Bills, Training Specialist, Mitigation Branch, EMI. Responsible for course development and deliveries, course content and criteria, faculty recruitment and selection, and support of courses in mitigation, dam safety, economic development, and animals. *Experience*: disaster planning and response for

state government and the U.S. Navy. Education: B.A., Political Science.

B. Wayne Blanchard, Higher Education Project Manager, Readiness Branch, EMI. Manages FEMA's Emergency Management Higher Education Project. FEMA's Commissioner to the IAEM Certified Emergency Manager Commission. Disaster Experience: Hurricane Andrew, Mid-West Floods of 1993, Northridge Earthquake. Education: Ph.D., University of Virginia, 1980. B.A., Political Science, UNCC, 1974. Minor in Philosophy, Mount St. Mary's College, 1994-1995. Graduate work in Theology, Mount St. Mary's Seminary, 1996-1998. Adjunct faculty Shenandoah University (1999), and Florida Atlantic University (2002).

Louis W. Bloom, Instructional Systems Specialist, National Fire Programs. Responsible for course development and revision for the USFA's Consequence Management Team, Response Branch.

Daniel L. Bondroff, Training Specialist, Mitigation Branch, EMI. Responsible for course management in the mitigation curriculum area. *Experience*: EMI faculty member since 1987; 10 years as a guidance counselor and program manager for the Army Continuing Education System. Education: B.A., Psychology; M.A., Psychology; additional graduate work in Education.

Stephen M. Borth, Training Specialist, Readiness Branch, EMI. Responsible for Radiological Emergency Preparedness (REP), Continuity of Operations (COOP), and Special Event Contingency Planning training programs. *Experience*: Technological Hazards Program Specialist, FEMA Region I, 1988-1991; Emergency Programs Specialist; U.S. Department of Agriculture, 1991-1992; EMI Training Specialist since 1992. Education: B.S., Education; M.A., Political Science.

Marko Bourne, Deputy Director, Preparedness, and Executive Officer, USFA. As Deputy Director of the Preparedness Division, he is responsible for day-to-day management of the Preparedness Division and preparedness programs for all hazards. Policy advisor to the U.S. Fire Administrator. Responsible for all USFA external affairs including media, Congressional, and intergovernmental relations;

liaison with the national emergency services organizations; and government agency and private sector partnerships. *Experience:* 17 years of experience in fire, emergency management, and public policy at the Federal, State, and local levels. Master of Science degree.

Jo Ann Boyd, Training Technician, National Fire Academy. Responsible for obtaining instructors for NFA Resident, Regional, Direct Delivery, and State Weekend Programs, the Student Manual Support Program, and for printing of all NFA course materials. Provides support to on- and off-campus programs. *Experience:* 16 years with USFA/FEMA; A.A., Secretarial Science.

John Brasko, Fire Program Specialist, Intelligent Risk Management Team, Response Branch, National Fire Programs. Responsible primarily for Critical Infrastructure Protection as well as for coordinating and assisting with a wide variety of planning, implementation, and monitoring of program-related activities including Domestic Preparedness, EMS, Incident Command, and Fire/Arson. *Experience:* 30 years' fire and EMS experience in volunteer and combination departments; former New Jersey State Fire Training Director and WMD/Terrorism Coordinator for the New Jersey Division of Fire Safety; B.S., Special Education; M.A., Educational Psychology; Certification as a Teacher of the Handicapped.

Cathy Broughton, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Emergency Incident and Policy Analysis, Emergency Medical Services, and Hazardous Materials Curricula within the Response Branch.

Charles J. Burkell, Training Specialist, Prevention and Leadership Branch, National Fire Programs. Responsible for the Executive Development curriculum, the Executive Fire Officer Program, the EFOP Applied Research Project process, and the Harvard Fellowship Program. Responsibilities include needs assessment, faculty recruitment and selection, advocacy, program development/delivery, and interactions with National, State, and local fire organizations regarding executive development and leadership. *Experience:* Career experiences include paid/volunteer fire organizations, EMS

management, consultant to public/private organizations, and serving as associate professor in academic settings. Masters of Business Administration.

Bonnie L. Butler, Chief, Mitigation Branch, EMI. Responsible for planning and management of EMI curricula to support FEMA's Mitigation programs. *Experience:* instructor, developer and manager of curricula for government and secondary schools. Education: B.A., English; M.A., English Education, U.S. Army War College.

Kathleen Carter, Program Support Assistant, National Fire Programs. Responsible for a variety of programmatic duties within the Prevention and Leadership Development Branch, including content review and evaluation, graphic arts, and related special assignments. *Experience:* 1987-present FEMA/USFA; A.A., Psychology.

Laura Chevalier, Fire Program Specialist, National Fire Programs. Responsible for developing, coordinating, and assisting in a variety of planning, implementation, research efforts, and project management in the areas of Arson, National Response, Critical Infrastructure Protection, and other initiatives for the Response Branch.

Ray Chevalier, Training Specialist, Integrated Emergency Management Branch, EMI. Responsibilities include lead course and curriculum manager for the Integrated Emergency Management Course team; revise/develop course content; assist in contract faculty recruitment and selection. *Experience:* National Security, Technical Programs curriculum; served in U.S. Air Force Disaster Preparedness for 12 years. Education: B.A., Liberal Arts.

Adele Chiesa, Librarian, National Fire Data Center. Manages the National Emergency Training Center's Learning Resource Center.

Linda Choha, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsibilities: Develops and conducts training for Preparing Regional Declaration documents, National Emergency Management Information System (NEMIS) software, Basic Disaster Logistics and the Action Tracker cadre. *Experience:* Region II Information Management

System Chief; Project Monitor for IA Inspection Services, Inspection Services Field Coordinator, Inspection Services Reviewer/Inspector, NEMIS Individual Assistance application developer and tester, and instructor for *NEMIS Orientation* for NPSC and field office staff. Education: Associate's degree, Business Administration and Accounting.

Dr. Burton A. Clark, EFO, CFO, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Management Science curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training, curriculum; and interactions with national, State, and local fire organizations representing FEMA and USFA.

V. Diane Close, Field Training Specialist, National Fire Academy. Program Manager for State Training and Terrorism Grants, Enfranchisement Program, the Contract Instructor In-Service Training Program, and the National Train-the-Trainer Program. *Experience:* 22 years with FEMA including 10 years in the NETC Admissions Office.

Trina L. Clever, Instructional Systems Specialist, National Fire Academy. Responsible for distance education initiatives in course development. *Experience:* Teacher, Pruntytown, West Virginia; Electronic Warfare Signal Analyst, Quality Assurance Specialist, Arms Control Specialist, U.S. Army; Terminology Standardization Specialist, U.S. Air Force; B.S., Education.

Rosemary Conley, Employee Development Specialist, U.S. Fire Administration, Training Division, Employee Development Branch, EMI. Responsibilities: Course enrollment administration, delivery, planning, content and criteria, faculty recruitment, management, and selection. Assists participants with program participation. Prepares announcements and applications for board review for Executive Program Coordinator and branch offerings. *Experience:* instructor, designer and manager of training and education curriculum for private industry, government, and religious programs. Education: A.A., Liberal Arts.

José D. Cortés, Training Specialist, Integrated Emergency Management Branch, EMI.

Responsible for course development, course content and criteria, and course deliveries. Course Manager for the resident Radiological Emergency Response Operations courses. *Experience:* More than 35 years in electronic technology and radiation safety with the federal government. Education: B.G.S., Business. James Madison University.

Deb Coshun, Property Management Specialist, NETC Management Operations and Support Services Division. Responsible for all property at NETC and manager of Government Owned Vehicles.

Don Dahlquist, Computer Specialist, National Fire Data Center. Updates and maintains NFIRS database.

John D'Amico, Facility Support Specialist, NETC Management Operations and Support Services Division. Plans and conducts analytical studies for developing improving and/or coordinating National Emergency Training Center (NETC) facilities management. *Experience:* 22 years with the Air Force; 15 years with FEMA/USFA.

Elsie M. Davis, Management Analyst, Office of the Deputy Administrator. Responsible for coordinating, researching, developing, and drafting position papers and briefings for the Deputy Administrator pertinent to special projects, problems, and issues encountered through liaison activities or coordination involving fire service constituencies, Federal, State, and local government officials, and private industry. *Experience:* 12 years' experience with FEMA as Administrative Specialist and Management Analyst. 21 years of training experience with the U.S. Army as an administrative Non-Commissioned Officer.

Julie A. Davis, Field Training Specialist, National Fire Academy. Assists with the coordination of the Simulation Lab and Training Network Activities and the delivery of Web-based training. *Experience:* 23 years with USFA/FEMA; B.A., Social Welfare.

Andrea Day, Staff Assistant to the U.S. Fire Administrator. Responsible for providing administrative support and coordination to the U.S. Fire Administrator and staff. *Experience:* Before joining FEMA, worked at the Pentagon for 13 years as a Staff Officer for The Joint Staff,

Defense Intelligence Agency, providing intelligence support to the Chairman of Joint Chiefs of Staff. Has 23 years of Federal service, 21-1/2 of which were with the Department of Defense.

Roxane L. Deardorff, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Prevention and Leadership Development Branch. *Experience:* 9-1/2 years, Department of the Army; 13 years with FEMA/USFA.

Martin L. DiGregory, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for Public Assistance Program training, including *Public Assistance Officer*, *Public Assistance Operations II*, and *Debris Operations*. *Experience:* Public Assistance Program office POC for employee performance standards and training. Program POC for development of EMI independent study and resident courses. Education: B.S., Mathematics.

Elizabeth R. Edge, Program Specialist, Office of the Preparedness Division Director/Office of the Administrator, U.S. Fire Administration. In coordination with the Deputy Preparedness Division Director and the Deputy Fire Administrator, serves as a technical advisor to the Preparedness Division Director/U.S. Fire Administrator coordinating the many aspects of the Preparedness Division and USFA with the Directorates and Offices within FEMA. Assists the Preparedness Division Director/Fire Administrator with the conceptualization development, and evaluation of policies, plans, and operational programs. *Experience:* 13 years with FEMA as a Program Analyst. Bachelor of Arts degree from Connecticut College.

Rebecca A. Eiker, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Community Risk Team, Mitigation Branch.

Deborah M. Evans, Training Specialist, Mitigation Branch, EMI. Responsible for course deliveries, course content and criteria, and development of NEMIS—Mitigation and eGrants in-house and field training. *Experience:* Curriculum developer and Instructor for the State of Maryland's Correctional Education

Department, technical and automation training for the U.S. Department of Energy, U.S. Department of Defense, U.S. Department of Housing and Urban Development, and the U.S. Patent and Trademark Office. Education: B.A., Art; M.Ed., M.S., Reading; and additional coursework in Computer Science.

Lowell D. Ezersky, Training Specialist, Integrated Emergency Management Branch, EMI. Manages the Emergency Management Institute's Comprehensive Exercise Curriculum and the Master Exercise Practitioner program; Course Manager and Chief Exercise controller for Integrated Emergency Management Courses for state, local, and tribal governments. Fifteen years with FEMA, 5 years with Nebraska Civil Defense Agency. Education: B.A., History; M.A., Education, all Ph.D. work except dissertation, Community and Human Resources/Leadership Development for Specialized Programs.

Albert H. Fluman, Chief, Integrated Emergency Management Branch, EMI. Responsibilities: Manages the comprehensive exercise-based training for emergency management and public safety officials at the federal, state, and local levels of government, as well as tribal communities, through the Integrated Emergency Management Courses (IEMC) curriculum. Also manages FEMA Comprehensive Exercise Curriculum and Radiological Emergency Response courses. *Experience:* 22 years in the emergency management field developing, conducting, and evaluating disaster and special event exercises for federal, state, and local governments, private industry, and airports. Participated in the development and revision of numerous courses at EMI including the IEMC series. Education: B.A., Political Science; M.P.A., Public Administration.

Ronald Freeman, Training Specialist, Hazardous Materials and Incident Command System Program Manager for the Readiness Branch, EMI. Responsible for ICS/Hazmat course design, delivery, and management at EMI. *Experience:* Training manager, senior trainer, consultant and subject matter expert in design, development and delivery of E, H, and S, Emergency Preparedness, Weapons of Mass Destruction (WMD), Incident Command System (ICS), and Mass Casualty Incidents (MCI) training programs for industry. Education: B.A.,

in Psychology; M.Ed., in Education, Certified Environmental Training (awarded by the National Environmental Training Association in Phoenix, Arizona) since 1988.

Susan Friedman, Training Specialist/Course Manager, Disaster Operations and Recovery Branch, EMI. Responsibilities: Training Specialist for NEMIS Emergency Support (ES), Finance software training, and Course Manager for the Financial Acquisitions Management Division (FAMD) supporting its training objectives. *Experience:* Trainer at the VA-NPSC, DAE—HS Cadre for Region, Peace Corps—Water Sanitation and Health Education Africa. Education: B.A., Applied Behavioral Science and M.A., Adult Education.

Tim Ganley, Fire Program Specialist, National Fire Data Center. Coordinates USFA conference participation, exhibits and displays; manages Hotel/Motel Master List, and the Reimbursement for Firefighting on Federal Property program.

Joe Gerbrick, Instructional Systems Specialist, National Fire Programs. Provides course design, and development services in support of prevention and leadership development programs. *Experience:* 30 years' combined active military and civilian service with the U.S. Air Force; 3 years with USFA; over 20 years total experience in training and education. B.S., Occupational Education.

Kathy Gerstner, Public Fire Education Specialist, National Fire Programs. Responsible for public fire education projects; develops and coordinates national campaigns, special projects, and publications to address public fire education for USFA's Human Behavior and Professional Development Team, Mitigation Branch.

J. Thomas Gilboy, Training Specialist, Readiness Branch, EMI. Responsible for managing the Professional Development Series, the Advanced Professional Series, and various other courses including Integrated Financial Management Information System Training. *Experience:* 30 years of federal service with FEMA and predecessor agency in programs that cover all phases of emergency management; 8 years in training; Master Trainer Program graduate; Community Relations Field Officer; and Certified Emergency Manager. Education: B.A., M.A., all Ph.D. work but dissertation, English.

Terry P. Gladhill, Program Analyst, National Fire Academy. Responsible for NFA's financial, budgetary, personnel, and procurement practices. Manages evaluation program for NFA courses. *Experience:* 23 years with USFA.

Joyce E. Glass, Fire Program Specialist, National Fire Academy. Responsible for client services, marketing, conference exhibit and display coordination. Manages editorial and program support contract, preparation of special reports, catalog of courses, and NFA course schedule. *Experience:* 14 years with USFA; A.A., Secretarial Science; completed FEMA's Professional Excellence Program.

Terry G. Glunt, Training Specialist, National Fire Academy. Responsible for management of the Endorsement Program, the Volunteer Incentive Program, and resident delivery technical support. Serves as the alternate State Weekend Program Manager. *Experience:* 26 years of fire and EMS experience; FEMA and USDA Safety Manager; DOD and private sector Safety Specialist; A.A., Liberal Arts.

Elizabeth C. Gober, Supervisory Training Specialist, Employee Development Branch, EMI. Responsible for leadership, executive, and individual skill development; customer service, communications, and mandatory training; and outsourced Web-based training. *Experience:* Instructional design, delivery and employee development for defense and community service organizations. Education: B.S., Communications; M.A., Counseling.

Maury Grundy, Fire Program Specialist, National Fire Data Center. Manages USFA Web site; program manager for USFA Publications Center. *Experience:* 1991-present USFA; 1988-1991 General Services Administration; B.A., History.

Karen Haines, Program Analyst, National Fire Data Center. Responsible for analytical processes associated with budget, procurement, personnel, and reporting for the Division. *Experience:* 1987-Present USFA; A.A., Business Administration; B.S., Accounting.

Linda Hall, Program Support Assistant, NETC Management Operations and Support Services Division. Provides support to the USFA Budget and Accounting Functions.

H. Marie Harkenrider, Education Specialist, Disaster Operations and Recovery Branch, EMI. Course Manager for *Response Operations* Course and Regional Workshops, Regional Support Team (RST) training, *Managing FEMA Staff on Disaster Operations*, and *Mission Assignment* (MA) courses including MA Processing and MA for Managers. Currently member of the National Capitol Region (NCR) ERT-N Team. *Experience*: Special Assistant on the ERT-N Blue Team, State Training Officer, Minnesota Division of Emergency Services. EMI faculty member since 1983. Degree B.A., Mathematics; Secondary Education Teaching Certificate.

Eileen Harrison, Program Analyst, Office of the Superintendent, EMI. Responsible for financial and personnel management. Joined FEMA in 1979. *Experience*: Health and Human Services, Food and Drug Administration, Bureau of Drugs; and Maryland State Income Tax Division.

Jim Heeschen, Statistician, National Fire Data Center. Conducts studies and analysis of aspects of the national fire problem; provides statistical and analytical support to USFA programs.

Colleen Heilig, Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the Planning and Information Management curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA. *Experience*: 30 years' providing emergency services training for fire, EMS, and disaster management organizations; Bachelor of Arts.

Susan M. Hernandez, Instructional Systems Specialist, National Fire Programs. Responsibilities include directing course development and revision activities, guidance to program managers for educational and instructional design planning and concepts, project management for education and training activities that affect training developments, research in advanced technologies and techniques affecting the changing environment of training design and delivery, and evaluation/assessments for ongoing training activities. *Experience*: Various positions

including Education Specialist, FEMA's Emergency Management Institute; B.A., English/History; Certification Secondary Education; Graduate work Educational Psychology.

Mollie C. Herrick, Training Specialist, Distance Learning Branch, EMI. Responsibilities include coordination of all intranet and Internet activities for EMI, development of Web-based materials, and Master Trainer Course Manager. *Experience*: More than 10 years in state and local emergency management training. Education: B.S., Education; M.S., Education Instructional Technology.

Dennis R. Hickethier, Supervisory Education Specialist, Distance Learning Branch, EMI. Responsible for directing and coordinating activities of the Distance Learning Branch. These include the Independent Study program, Web sites for the Training Division, technical support for the FEMA Employee Knowledge Center (FEKC), and regional liaison. *Experience*: 11 years with FEMA developing training materials and conducting courses, plus 17 years with the Department of the Army managing the delivery of education and training programs. Education: B.A., Psychology; M.S., Educational Psychology.

Thomas Hirt, Training Specialist, Mitigation Branch, EMI. Responsibilities: Course manager for classes and resident and Independent Study Managing Floodplain Development through the National Flood Insurance Program classes and others. *Experience*: FEMA employee since 1987. Worked as an Emergency Management Program Specialist with responsibilities in the REP, DC&W, National Preparedness, DAP, and other programs. Training Specialist for the NFA and administered the TRADE Program: Education: B.S., Psychology and English major. M.S., Social Work. Thesis on adult education and training.

Samuel P. Isenberger, Training Specialist, Mitigation Branch, EMI. Program Manager for the Community Emergency Response Team Program under Citizen Corps. Coordinates with the National Weather Service on development of weather-related training for emergency managers. Manages FEMA and NWS training for emergency managers at the National Hurricane Center. Coordinates delivery of courses at the National Hurricane Conference.

Education: B.A., Business Administration; M.S., College Counseling; M.Ed., Special Education.

Doris Jackson, Secretary, Employee Development Branch, EMI, located at FEMA Headquarters. Responsible for the obligating, processing, and tracking of money through the Integrated Management Information System (IFMIS), liaison for payment of vendors through the Office of Financial Management, Time and Attendance, Branch Chief's calendar, and other administrative duties, and SAGE Advisor. Joined FEMA in 1983. *Experience*: The Federal Mediation and Conciliation Service. Graduate of the Smith Business School and CEP.

Perry Joy, Buildings Manager, NETC Management Operations and Support Services Division. Conducts facility requirements planning, evaluating present use of patterns in buildings, space, equipment, and projecting future requirement in terms of expanding or changing needs. Provides oversight for facility operations and maintenance. *Experience*: A.A., Business Management.

Teressa Kaas, Secretary, Office of the Superintendent, National Fire Academy. Responsible for providing senior-level administrative support to the Deputy Superintendent. *Experience*: 14 years with USFA.

Edward J. Kaplan, Education Specialist, National Fire Academy. Responsible for the NFA Higher Education Programs including Degrees at a Distance and the Fire and Emergency Services Higher Education (FESHE) network. *Experience*: 24 years with USFA; B.A., History and Government; M.S., Public Administration.

Rakesh "Rick" Kaushal, Training Specialist, Integrated Emergency Management Branch, EMI. Responsible for Integrated Emergency Management (IEM) Course development, faculty recruitment and selection. Serves as course manager and chief exercise controller for IEM courses. *Experience*: Two years as the State Training Officer for Alaska Division of Emergency Services and 16 years as planner, trainer, contracts and logistics manager in the United States Air Force. Education: B.S., Behavioral Sciences; M.S., Human Resources Management.

Gayle Kelch, Statistician, National Fire Data Center. Conducts statistical studies relating to aspects of the national fire problem, provides technical, statistical, and analytical support to USFA programs. *Experience*: 2002-present USFA; 1996-2002 U.S. Census Bureau; B.S., Mathematics; M.S., Statistics.

Pamela L. Kemenyas, Management Analyst, NETC Management Operations and Support Services Division. Responsible for the management and operation of various support services including program/management analysis and personnel management.

Richard Kemenyas, Audio-Visual Production Specialist, NETC Management Operations and Support Services Division. Responsible for the planning, design, and development of instructional and informational media at NETC. Primary focus in digital and computer graphic medias.

Phyllis Krietz, Fire Program Specialist, Consequence Management Operations Team, Response Branch, National Fire Programs. Responsible for coordinating and assisting with a wide variety of planning, implementation, and monitoring of program-related activities including Incident Simulation Lab and Training Network, National Interagency Fire Center, Counter-Terrorism, and Emergency Medical Services.

Ken Kuntz, Fire Studies Specialist, National Fire Programs. Responsible for the coordination of the USFA's arson intervention, response, and mitigation program and training initiatives; project officer for the Major Fire Investigations-Technical Report Series project which provides reviews of select/significant incidents to identify salient "lessons learned" to be shared with the fire service and allied groups and organizations within the Intelligent Risk Team, Response Branch.

Patricia LaBrosse, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for course development, course deliveries, course content, and criteria for the FEMA IT Directorate. She also serves as Project Officer for a new Web-based recovery course, and the EMI point of contact for new NEMIS (IS-253) *Production Support and Training Environment (PSTE)*. *Experience*: personnel specialist, administrative officer, network

administrator, and emergency management specialist. Education: Red Rocks College-Colorado; CNE.

Arlene S. Lawson, Employee Development Specialist, Employee Development Branch, EMI. Responsible for managing various training programs for Agency Employees. *Experience:* responsible for managing mandatory Agency training programs and co-managing the *Instructional Delivery for Subject Matter Experts* course at EMI and managed the *Dealing with Negative Attitudes in the Workplace* course at Headquarters and Mount Weather. Develops the annual catalog of training opportunities for FEMA employees and the annual list of mandatory training for agency employees; coordinates the Annual Call for Executive Development with HR and the ERB; and manages the video lending library with the Branch. Education: Strayer University and continuing adult education courses.

Mary E. Leslie, Admissions Specialist, NETC Management Operations and Support Services Division. Responsible for Admissions of the Emergency Management Institute (EMI) at NETC. *Experience:* Office manager and admissions assistant; several college-level courses.

Vincent M. Lewis, Fire Program Specialist, Citizen and Community Preparedness Branch, National Fire Programs. Responsible for developing a National Arson Prevention Campaign, Arson Team member, Project Officer for NASFM Cooperative Agreement. *Experience:* 23 years with the City of Flint, Michigan, Fire Department; B.B.A., Management; M.S.A., Human Resources.

William D. Lewis, Education Specialist, Response Branch, National Fire Programs. Responsible for Hazardous Materials Emergency Preparedness (HMEP) curriculum program management, development of Web-based hazardous materials/WMD operations training program, and curriculum planning and educational support services for selected programs in the Branch. *Experience:* Master's, Instructional Design; Bachelor's, Sculpture and Math.

Tonya L. Long, Training Technician, National Fire Academy. Provides administrative/programmatically support for a variety of training

programs and process-related needs for the programs/activities within the NFA.

Responsible for obtaining services, supplies, and other requirements in support of course delivery; annual renewal of the American Council on Education accreditation process; and, Secretariat for the ongoing review and update of the Academy's curriculum management system. *Experience:* 19 years with FEMA/USFA.

Dan S. Lubman, Training Specialist, Distance Learning Branch, EMI. Responsible for content development for the FEMA Employee Knowledge Center (FEKC). *Experience:* instructional designer, scriptwriter, video editor, video producer/director, videographer, and firefighter/EMT. Education: B.S., Liberal Arts and Technology—Video Production, M.A., Instructional Systems Design.

Lisa Makar, Secretary, National Fire Programs. Secretary to the USFA's Response Branch Chief. Duties also include management, coordination and distribution of branch-wide correspondence, calendars, and employee payroll system. Serves as lead branch point-of-contact for all USFA offices, as well as the general public.

Thomas E. Marlowe, Training Specialist, Readiness Branch, EMI. Terrorism Preparedness Training Manager, responsible for EMI's terrorism preparedness courses. *Experience:* More than 25 years of experience in emergency management at the local and federal Level. Participated in several federally declared disasters including the Oklahoma City bombing. Taught with the U.S. Department of State's Anti-Terrorism Assistance Program Weapons of Mass Destruction First Responder Training Program. His pre-FEMA experience includes 3 years as a firefighter, 10 years in emergency medical services including 2½ years as the Chief Marion County (West Virginia) Rescue Squad, and 2 years as the Director of Marion County Emergency Services. Vice President of the West Virginia Emergency Medical Services Administrator's Association. Education: A.B., Education, Fairmont State College; M.A., Instructional Communication, West Virginia University.

Jacqueline Martin, Program Support Assistant, National Fire Academy. Responsible for coordinating the off-campus Hazardous Materials Grants Program. *Experience:* A.A., General Studies; 2 years with USFA.

Larry Maruskin, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities including residential sprinkler systems and smoke alarms, and campus fire safety initiatives. *Experience:* B.S., Business Administration; M.B.A., Management; Certificate, Mechanical Engineering.

Wanda Mathias, Program Operations Specialist, NETC Management Operations and Support Services Division. Responsible for the control, accountability, utilization for a variety of supply management functions, and the NETC copier room operation.

Bob McCarthy, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities; primary action officer for the USFA research agenda. *Experience:* 1983-present USFA; 1968-1983 Captain, Jersey City Fire Department; B.S., Administration of Safety and Security Services; M.A., Occupational Safety and Health Administration.

Philip P. McDonald, Training Specialist, Integrated Emergency Management Branch, EMI. Responsibilities: manages the Master Trainer Program, provides course management functions for assigned Integrated Emergency Management Courses (IEMCs). *Experience:* 19 years with FEMA in various management and staff positions within EMI. Education: B.A., Political Science; M.P.A., Public Administration.

Kathy D. McKoy, Chief, Customer Services Unit, EMI. Employee Development Branch. Responsible for program management of Customer Service training and survey operations; course content and criteria, development and delivery; and support for Community Relations Cadre training. *Experience:* Instructor, developer, designer, customer service facilitator, employee development specialist. Education: Concord College and Howard University; currently pursuing M.P.A. at LaSalle University.

Emily McGlaughlin, Instructional Systems Specialist, National Fire Academy. Responsible for course development and revision.

Sherill A. McQuain, Secretary, Mitigation Branch, EMI. Responsible for locating, reviewing, and summarizing information from files and documents relevant to assigned

projects; responds to inquiries concerning programs and activities; assists specialists in setting up conferences, coordinating necessary procurements for supplies, materials, and services; makes travel arrangements; assists in planning and coordinating the overall office activities. *Experience:* Worked for the Army Education Center under the Department of Defense; served as Legal Assistant in the Legal and Legislative Affairs Department of Blue Cross and Blue Shield of the National Capital Area; and worked in Multifamily Housing Division at the Department of Housing and Urban Development. Education: Certificate in Executive Secretarial Science.

Alice A. Megles, Staff Assistant, Office of the Administrator, United States Fire Administration. Office and correspondence manager for the Administrator and Deputy Administrator. *Experience:* 32 years of Federal service in various positions, of which 24 years were spent with FEMA's U.S. Fire Administration and its National Fire Academy.

Marjean Meyer, Fire Program Specialist, National Fire Programs. Responsible for coordination and assistance with Juvenile Firesetter Intervention activities, Public Fire Education projects, national campaigns, Citizen Volunteer Advocacy, and special projects. Administers the interFIRE VR program for USFA's Citizen and Community Preparedness Branch.

Beth Miller, Budget Analyst, NETC Management Operations and Support Services Division. Responsible for the formulation and execution of the USFA budget.

Kevin J. Molloy, Training Specialist, Integrated Emergency Management Branch, EMI. *Experience:* 30 years in the emergency management field. In addition to federal, has served at the local, county, and state emergency management program levels. County coordinator during the *Three Mile Island Nuclear Accident in 1979*. Serves as course manager and exercise controller for the Integrated Emergency Management Course (IEMC) covering a wide variety of natural and manmade, and Homeland Security emergencies. Education: *National Defense University Reserve Component National Security* course, *Air Force University (ECI) Air Command and Staff* course, and numerous emergency management-related courses.

Myrna Mood, Field Training Specialist, National Fire Academy. Program Manager responsible for management and coordination of the on-campus State Weekend Program and off-campus Direct Delivery Program. *Experience:* 33 years of Federal service; completed FEMA's Professional Excellence Program; completed several NFA courses.

Maria Mendoza Moore, Training Specialist, Disaster Operations and Recovery Branch, EMI. *Experience:* Joined FEMA in 1993. Supervisory Instructional Systems Specialist for the curriculum development of technical course for the Naval Reserve. Faculty member of the Defense Industrial Security Institute, the Defense Language Institute, and part-time instructor at the Harrisburg Area Community College. Education: B.A., Southwest Texas State University and has done graduate work at the University of Texas at San Antonio and Southwest Texas State University.

Phillip Moore, Training and Exercise Specialist, Integrated Emergency Management Branch, EMI. Responsible for Integrated Emergency Management Course (IEMC) development, content, faculty recruitment and selection, exercise development and delivery, with emphasis on consequences of terrorism, hazardous materials, and natural disasters affecting communities. *Experience:* Course manager for DoD *Senior Officers Nuclear Weapons Accident* course and instructor for numerous other emergency management courses offered by the military and the State of Texas for local communities. Education: B.S., Microbiology; M.B.A., Business Administration. Retired U.S. Air Force Officer.

Darren C. Moten, Employee Development Specialist, Employee Development Branch, EMI. Responsible for developing, managing, and administering various training programs for FEMA employees. Primary point of contact for the Headquarters Employee Development Branch Web site. *Experience:* Joined FEMA in 2001; 11 years of training and development experience; 16 years of federal government service, and 4 years of U.S. Air Force Military Service. Education: Community College of the Air Force, Resource Management, U.S. Air Force Leadership Education.

Robert Murgallis, Training Specialist, Response Branch, National Fire Programs. Responsible for the Emergency Incident and Policy Analysis curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing DHS and USFA.

Teresa Neal, Secretary, National Fire Data Center. Responsible for administrative support to the National Fire Data Center Division Director and staff.

Robert A. Neale, Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for Fire Prevention: Technical curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA. *Experience:* 30 years of experience in municipal and private fire protection; Bachelor of Arts.

DeDe Nicholls, Program Support Assistant. Provides a variety of program and administrative support to the Director and staff of the NETC Management Operations and Support Services Division. *Experience:* Worked for the Department of the Navy for 6 years; the Department of the Army for 8 years; with USFA since 2002.

Timothy Patrick O'Dowd, Fire Program Specialist, National Fire Programs. Coordinator for the President's National Arson Prevention Initiative and the Arson Prevention Clearinghouse and is an active member of the National Church Arson Task Force. Developer and Project Officer for the Juvenile Firesetter Intervention curriculum. Manages the National campaign for Arson Awareness Week, which is held annually during the first full week of May. Administers arson prevention grants to 30 communities and the Abandoned Building Mitigation Project.

Jennifer A. Ogle, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for course deliveries, course content, course development, instructor recruitment and selection for Recovery Division's Individual Assistance courses and the Emergency Planning and Special Needs Populations course. *Experience*: Training Specialist with the Hazardous Materials Emergency Preparedness (HMEP) Grant Program. Education: B.S., Psychology.

Thomas Olshanski, Fire Program Specialist. Administers special studies, reviews, and projects of high priority to the Deputy Administrator of USFA. Represents the Deputy Administrator in liaison and coordination activities with representatives from various segments of Federal, State, and local governments, the fire service, private industry, and others as assigned. Develops policy guidance on the management of communications directed to the attention of the highest level executives. Serves as point of contact for media. Performs operational and program work as assigned, resolves conflict, and advises the Deputy Administrator. *Experience*: 21 years with the City of Madison, WI, Fire Department, USFA Executive Fire Officer Program graduate, FEMA adjunct instructor for 10 years, Director of Communications for the City of Eugene, OR. Bachelor of Science Degree, University of Cincinnati, CMP from University of Wisconsin, and two Associate Degrees.

Tracy Orndorff, Financial Management Specialist, NETC Management Operations and Support Services Division. Responsible for assisting the Budget Analyst with formulation and execution of USFA budget; reviews and obligates USFA staff travel authorizations; processes payment for staff local travel reimbursements.

Brad Pabody, Fire Program Specialist, National Fire Data Center. Project Officer for NFIRS help desk and supports NFIRS 5.0 development.

John N. Peabody, Jr., Chief, Readiness Branch, EMI. *Experience*: Assistant Director, Maryland Emergency Management Agency; Natural Disaster Program Manager, U.S. Army Corps of Engineers, Baltimore District; EMI faculty member since 1987. Education: B.A., Government; M.Ed., Education.

Cheryl Phelan, Secretary, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the management, coordination, and distribution of branch-wide travel, correspondence, calendars, and employee payroll system.

Virginia A. Richards, Secretary, Disaster Operations and Recovery Branch (OR), EMI. Responsibilities: Provide secretarial and administrative support to the Chief, OR, and office staff. *Experience*: 25 years of secretarial and administrative experience in various federal agencies.

Frank Richardson, Ph.D., Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the Fire Prevention Management curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing DHS and USFA. *Experience*: Learning and teaching fire prevention and protection since 1962.

Janice L. Ridenour, Hazardous Materials Emergency Preparedness (HMEP) Assistant, Response Branch, National Fire Programs. Responsible for development and support for haz mat training materials and for HMEP curriculum program activities, including the *Guidelines for Public Sector Haz Mat Training*, course assessment for the catalog of assessed haz mat courses, Future Issues Workshops, and HMEP technical assistance services.

Elizabeth A. Riffle, Secretary, National Fire Programs. Responsible for administrative support to the National Fire Programs Division Director. Responsible for administrative coordination and guidance with the Response Branch, Prevention and Leadership Development Branch, Citizen and Community Preparedness Branch, and the Grants Branch within the Division. Also serves as point of contact with the Offices of the Administrator and the Deputy Administrator as well as the other Divisions within USFA. *Experience*: Over 20 years' experience with USFA.

Rebecca A. Ryan, Fire Program Specialist, National Fire Programs. Responsible for public fire education projects, coordination of national

campaigns, and special projects. Administers the PARADE (Prevention Advocacy Resources and Data Exchange) network for fire marshals for the USFA's Citizen and Community Preparedness Branch. *Experience:* B.A., Social Studies; M.B.A., Management.

Gordon Sachs, Training Specialist, Response Branch, National Fire Programs. Responsible for the National Response Program, including leadership, marketing, and advocacy regarding course content and criteria; and interactions with National, State, and local fire organizations representing DHS and USFA. *Experience:* 25 years' fire service experience including over 10 years as Chief Officer; B.S., Education; Masters in Public Administration.

Garry Sale, Operations Specialist, Conference and Training Center Branch, EMI. Responsibilities: Serve as instructor and briefer for CTC activities. Coordinate and manage classroom setup. Responsible for CTC maintenance management and repairs. Act for and support Branch Chief in operations and management of miscellaneous CTC activities. *Experience:* 37 years with federal government, to include FEMA, FPA, GSA, and Army Corps of Engineers. Education: B.S., Forestry and Wildlife; M.B.A., Management.

Vilma Schifano-Milmoe, Regional Liaison and Training Specialist, Distance Learning Branch, EMI. Project Officer, Independent Study Program. *Experience:* Director, Preparedness, Training and Exercise Division, and Director, Regional Operations Center, Region II; Director, Federal Energy Management Program in Region II, Department of Energy; Executive Director, Greater Los Angeles Federal Executive Board (of Southern California, Arizona, and Nevada), Department of Justice, Special Projects; Administrative Officer for Surgical Service, Director's Special Assistant, Management Analyst, and Personnel Management Specialist, Veteran's Administration Medical Center in Long Beach, California. Special assignments: President's Council on Management Improvement and President's Task Force, Los Angeles Riots. Education: B.A., Political Science and Community Services from Wilkes University; M.A., Public Administration with Full Fellowship, Marywood University; Alumnus, Presidential Management Intern Program.

Glenna Shifflett, Operations Specialist, Integrated Emergency Management Branch, EMI. Mount Weather Emergency Operations Center. Responsibilities include scheduling conferences and training at the Conference and Training Center, Mount Weather; finalizing conference preparations and logistics; preparing financial statements for other agencies conferences. *Experience:* scheduling activities at CTC since 1985. Education: 2 years of college.

Beverly K. Shockey, Accounting Technician, NETC Management Operations and Support Services Division. Receives credit card purchases for obligation against appropriated funds. Enters vendor contract invoices and credit card purchases into IFMIS for disbursement.

Paulette Simpson, Training Assistant, Disaster Operations and Recovery Branch, EMI. Responsible for providing administrative support to all personnel within the Disaster Operations and Recovery Branch.

Esther F. Slemmer, Program Support Assistant, National Fire Data Center. Responsible for providing administrative support and technical assistance for the Division, which includes the USFA Web site and customer assistance with on-line applications. *Experience:* 1992-present USFA; prior administrative background; A.A.S., Computer Operations.

Kelly Snyder, Secretary. Serves as the secretary/office manager to the Director, NETC Management Operations and Support Services Division, providing senior-level administrative support to the director. *Experience:* Worked for the U.S. Army for 8 years; with USFA since 2002. A.A. General Studies.

Merril Sollenberger, Program Support Assistant, NETC Management Operations and Support Services Division. Coordinates special groups, visitors, and events at NETC.

Stan Stewart, Computer Specialist, National Fire Data Center. NFIRS Program Manager, primary action officer for implementation, maintenance, support, and enhancement of NFIRS 5.0.

Linda K. Straka, Training Specialist, Readiness Branch, EMI. Responsible for needs analysis, course design, course development, course delivery, and course evaluation for traditional

classroom and distance learning environments. Also responsible for the development and implementation of emergency management training for tribal nations. *Experience:* instructor, developer, and manager of training and education curriculum for secondary and college systems. Education: B.A., Business; M.A., Business; Certification in Data Automation; graduate education in Counseling.

Woody Stratton, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities including arson, interoperability, fire protection systems, and student-related research.

Barry Thoma, Safety and Security Specialist, NETC Management Operations and Support Services Division. Responsible for all safety, occupational health, and security matters representing the NETC; interfaces with other FEMA and professional organizations, Federal and State government entities, and private sector.

Susanne E. Thompson, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for Logistics Training. *Experience:* Curriculum planning, course design, instruction and evaluation for FEMA computer training; Individual Assistance Program Specialist, Virginia National Processing Services Center. Education: B.S., Political Science, Programming and Information Systems, J.D. University of Maryland, FEMA Master Trainer Program.

Jennifer S. Tokar, Training Specialist, Employee Development Branch, EMI. Responsible for needs assessment, course design, delivery and evaluation. *Experience:* Joined FEMA in 1991 as a Management intern; 2 years in FEMA's state and local to the Assistant Associate Director; 6 years as a Training Specialist with the Response and Recovery Branch of the Emergency Management Institute. Education: B.A., Psychology, 1991, from George Mason University; 1998 graduate of the Women's Executive Leadership Program.

Susan Topper, Program Analyst, NETC Management Operations and Support Services Division. Responsible for program and management analysis, personnel-related issues, training, Freedom of Information Act, privacy act issues, records management, forms management, EP&R and NETC directives, Federal Regulations, and Congressional reports.

Bill Troup, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities with emphasis on firefighter health and safety, including firefighter fitness/wellness, emergency vehicle safety, and firefighting technology. *Experience:* 1990-present USFA; M.B.A., Education; B.S., Business Administration.

Darlyn N. Vestal, Admissions Specialist, NETC Management Operations and Support Services Division. Responsible for interpreting policies and establishing procedures for the NETC Admissions Office, and monitoring the admissions and student support functions under the facility support contract. *Experience:* President of Officer's Wives Club and Chairperson of Army Community Services. Formerly was at EMI as secretary to the Superintendent.

Char L. Virgil, Training Specialist, Mitigation Branch, EMI. Responsible for course delivery, course content and criteria, faculty recruitment and selection, and development support for EMI mitigation courses. *Experience:* EMI administrative support, customer service facilitator, public affairs director/news anchor, and public school assistant teacher. Education: B.A., Mass Communications and graduate of EMI's Master Trainer Program.

Peter K. Vogel, Training Specialist, Distance Learning Branch, EMI. Responsibilities: course manager for *Basic* and *Advanced Public Information Officer* courses. Producer of the Emergency Education Network's (EENET) award-winning monthly news magazine "National Alert." He also produces other EENET broadcasts and many of the training videos used in EMI and National Fire Academy courses. *Experience:* Has been involved in emergency management training since 1978 when he started working for the Civil Defense Staff College in Battle Creek, Michigan. He was part of the founding members of EMI when the Staff College moved here in the fall of 1980. Since then, he has designed and managed many of EMI's courses including the *Exercise Design* course, the *IEMC Earthquake* and the *Basic* and *Advanced Public Information Officers* courses. He also has been a guest instructor at York College of Pennsylvania and Mount St. Mary's College in Emmitsburg, Maryland. Education: B.F.A., Art Education; M.Ed., Education.

Dawn D. Warehime, Training Specialist, Mitigation Branch, EMI. Responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development support for EMI Mitigation courses. Responsible for FEMA's schools program. *Experience*: 25 years of federal service; 24 with FEMA and predecessor agency.

Lori Welch, Program Support Assistant, National Fire Academy. Responsible for providing support to NFA's Grants and the administrative and programmatic support to on- and off-campus programs.

Clarence E. "Smiley" White, Jr., Supervisory Program Analyst, NETC Management Operations and Support Services Division. Coordinates admissions and student services for EMI and NFA, coordinates computer support services, analyzes student data, and develops regular and special reports.

Kenneth L. Whitehead, Education Specialist, Employee Development Branch, EMI. Customer Service Training. Responsible for course content, development, and delivery. *Experience*: 21 years as an active duty Naval officer, alternating between shipboard duty and education and training commands ashore, 5 years teaching in private and public schools at various levels, 10 years with the Department of the Navy Education and Training activities in San Diego, Washington, DC, and Great Lakes, Illinois. Education: B.A., History; M.A., Human Resources Management, Pepperdine University; M.A., Educational Administration, Villanova University.

Mark Whitney, Fire Program Specialist, National Fire Data Center. Responsible for annual firefighter fatality study; responds to data and information requests; coordinates NFIRS training needs.

Jasper D. Widener, Jr., Operations Specialist, Integrated Emergency Management Branch, EMI. Mount Weather Emergency Operations Center. *Experience*: USAF Crypto maintenance technician. Craftsman, Private Line Telegraph Systems, AT&T. Federal government service: 23 years as Cryptographic Systems Technician with Department of Navy and FEMA. Attack Warning Officer, NORAD and FEMA Region III at Olney, Maryland.

Deborah L. Wiles, Secretary, Distance Learning Branch, EMI. Responsible for providing secretarial support to branch staff. Provides video editing and production support to the NETC television studio manager. *Experience*: 27 years in secretarial field and 7 years in video production field. Education: Associate degree work in Video Production and Communications.

Douglas R. Williams, Training Specialist, Response Branch, National Fire Programs. Responsible for the Arson Mitigation curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing DHS and USFA.

Mary Wingert, Secretary, National Fire Programs. Secretary to the USFA's Citizen and Community Preparedness Branch Chief. Responsibilities include management, coordination, and distribution of branch-wide correspondence, calendars, and employee payroll system. Serves as lead branch point-of-contact for all USFA offices, as well as the general public.

Cynthia S. Wivell, CPS, Secretary, Office of the Superintendent, National Fire Academy. Responsible for providing senior-level administrative support to the Superintendent and the NFA Board of Visitors. Provides programmatic support, specifically for ACE Accreditation. *Experience*: 21 years Federal service; Associate of Arts degree.

Laurie A. Wivell, Training Support Specialist, Office of the Superintendent/Director, EMI. Responsibilities: Provide support for course scheduling, catalog, property management, classroom and editorial support contract, printing, etc., for Division staff. *Experience*: 17 years of secretarial experience in various federal agencies (10 years within FEMA at branch or division level). Education: A.A., Secretarial Science.

Lee Wren, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Intelligent Risk Team, Response Branch.

Christopher Yambor, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for course management, course content and delivery, and training cadre recruitment and selection for the NEMIS Infrastructure System. *Experience:* Programmer/Analyst and User Trainer for the U.S. House of Representatives. Education: B.S., Economics.

Wayne E. Yoder, Training Specialist, Response Branch, National Fire Programs. Responsible for the Hazardous Materials curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interaction with national, State, and local fire organizations representing DHS and USFA.

Bernice W. Zaidel, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for all aspects of instructional systems design for training activities. *Experience:* designer, developer, instructor, evaluator, and manager for EM training programs at federal, state, and local level for over 20 years. Education: B.A., M.S., and working on Ed.D. in Adult and Organizational Development.

The new FEMA Form 75-5, General Admissions Application was not available at the time of printing.

Please download the application from the USFA website at:
<http://www.usfa.fema.gov/fire-service/nfa/nfa-abt1c.shtm#75-5>